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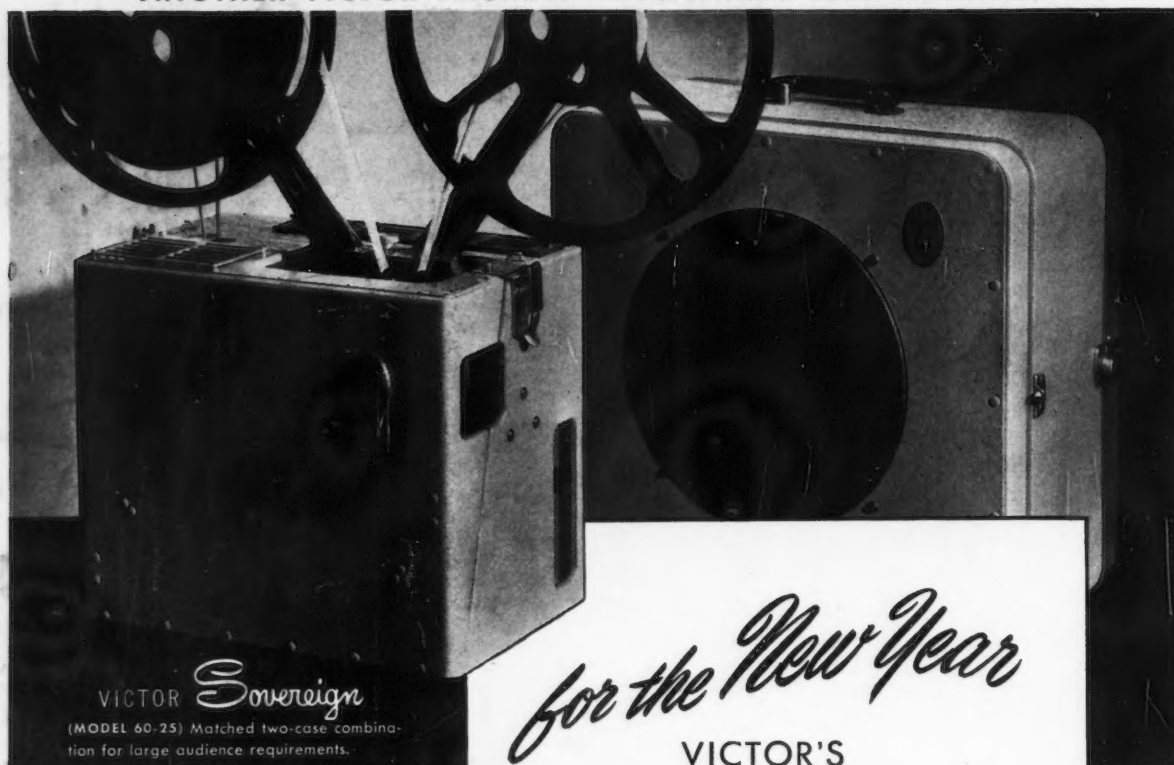
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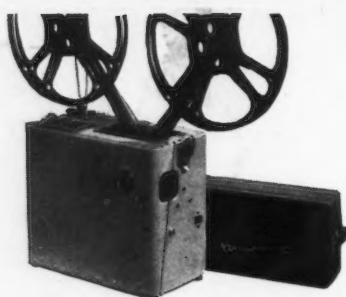
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The CATHOLIC SCHOOL JOURNAL

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No. 1

Commentary on the Bishops' Pastoral

The Child: Citizen of Two Worlds

Edward A. Fitzpatrick, Ph.D.

AT THIS time of new resolutions at the beginning of a new year we know of no better way of giving you a basis for your forward look for the year 1951 and for many years thereafter than to review the recent pastoral of the American hierarchy. The subject of the pastoral was "The Child: Citizen of Two Worlds."

In taking this as the subject of the 1950 pastoral, the bishops recall the saying of Christ: "Suffer little children to come unto Me, and forbid them not for of such is the Kingdom of Heaven," over which Christians have lingered lovingly these twenty centuries. Special emphasis of the pastoral is on the supreme importance of religion.

The conditions which concern the bishops are sometimes stated directly and sometimes indirectly. In any case, the situation is serious, indicating, to a degree at least, partial failure of the social institutions which should be the formative influences on children in our time. We have again a clear-cut statement of what should be the Catholic program—clear cut, definite, adequate—but obviously without the transforming effects that we should expect. It is the responsibility of the bishops as the pastors of the flocks to teach the truths of salvation, and to see that they are incarnated in the lives of Christians. Deficiencies or dangers in the social order, in the family, the school, the state, and the members of the Church are indicated.

It may be well to list some of the conditions which are apparently not being reached by present means as operated:

1. There exist in the international order aggressors who deny to men their God-given rights and aim to enslave mankind under a Godless materialism.

2. We are making striking advances in the care of the physical, social, emotional needs of man, but we do not show the same solicitude and understanding

of his moral and religious needs; hence the confusion and insecurity of young people.

3. The larger environment in which the child grows up is a society where "social, moral, intellectual, and spiritual values are everywhere disintegrating."

4. Children are likely to be self-centered rather than God-centered—one of the most challenging tasks facing parents.

5. The foster care of dependent children is not the exclusive care of the State, but there should always be a place for voluntary agencies of mercy. Dependent children have the same right to education and to religious education as other children.

6. Children have lost spiritual direction and are in too many cases undisciplined, following unregulated impulses and desires.

7. Parental responsibility too often devolves upon the mother only; many fathers have not accepted their full responsibility.

8. A lack of any sense of responsibility correlating with the rights of young people.

Such are at least some of the characteristics of the contemporary situation. The facts that the child is a citizen of heaven as well as a citizen of an earthly city, is a son of God as well as a son of man is overlooked. On the other hand he is self-centered rather than God-centered, asserting his rights but forgetting or unaware of his obligations. These are vital elements at the heart of the contemporary situation. They are indications of the need for a radical and more effective impact of the social institutions, family and school, State and Church on the individual. Especially is this a challenge to the Catholic school no less than to the public school.

The Four Main Points of the Pastoral

The heart of the bishops' discussion centers around four points which are summarized in the document itself, thus:

First of all, it will arouse in him a consciousness of God and of eternity. His vision will be opened out upon a supernatural world revealed by faith which differs from the world of nature his senses reveal. Thus he will discover a higher life than this daily one and a brighter world than that he sees. Secondly, it will give him a continuing purpose in life, for it will teach him that he was made to know, love, and serve God in this world as the condition for meriting eternal happiness. Thirdly, it will induce in him a deep sense of responsibility for those rights and obligations he possesses by reason of his citizenship in heaven as well as on earth. Finally, religion will challenge him to sanctify whatever walk of life he chooses and to seek and accept the will of God in whatever way it may be manifested. Thus, as a principle of integration, religion will help the child to develop a sense of God, a sense of direction, a sense of responsibility, and a sense of mission in this life.

The achievement of these purposes must be built on the recognition of the spiritual and moral character of the social crises; the spiritual and moral nature of the individual as well as the social and biological; and of the need for spiritual motivation in the home, in the school, and in the larger society. The phrase, a citizen of two worlds, is of course designed to emphasize the otherworldly aspect of human life; it may not be too happy an expression as citizenship, on the whole, does not emphasize the

absolute character of the individual. The analysis by Allers of man's fourfold nature as a physical organism (organic natural realm), as a human being (the realm of persons), an intelligent being (realm of mind), and as an immortal soul predestined to a final resurrection (the realm of the supernatural), is a little more definite and comprehensive statement of the fundamental fact. In any case, there is need for "the integrating force of religion as taught by Christ."

Building Up the Sense of God

What are the points emphasized by the bishops in their pastoral? We present at this time in summary form the specific recommendations reserving more detailed treatment of some of them for a later time.

The bishops emphasize in building up the sense of God in the child, and the end of his education at every level to make him God-centered not merely self-centered a number of things:

1. The parents should early initiate the child in a series of prayers and pious practices to include: morning and evening prayers; grace before and after meals; the family rosary; saying short prayers each time the striking clock marks the passage of another hour nearer eternity; the reverential making of the Sign of the Cross; inculcation of respect for the Crucifix and other religious objects.

2. Spiritual motivation will be encouraged in the imitation of Christ particularly by offering opportunities in the home of acts of self-denial for Christ's sake.

Under the heading of developing the sense of God in the child, four additional points are emphasized, particularly as to rights of parents and the State:

1. The responsibility for the education of the child, including his religious education is the primary right of the parent and not the State, both by natural law and by statutory law (The Oregon Decision, 1944).

2. Catholics who find it impossible to use the provisions of Catholic education have nevertheless a grave obligation to provide for the continuous religious education of the child.

3. The state should, because of the importance of citizens guided by moral principles firmly grounded in religion, to its welfare, look with favor on released-time programs of religious instruction.

4. The religious training of dependent children should not be denied by the tendency of exclusive care by the State.

Giving the Child a Sense of Spiritual Direction

Parent Responsibility. The section of giving the child a sense of spiritual direc-

tion, instead of letting him drift and wander aimlessly in a confused and paganized world contains a discussion of three points especially important for schools: (1) instruction in religion, (2) sex instruction, and (3) the relation of home and school. Some general points are made for parents which will serve as a background for this discussion of home-school relationship:

1. Parental responsibility is a joint responsibility of mother and father.

2. Parents should make ample use of the sacraments and teachings of the Church.

3. Children should not be treated as adults. Their company should be regulated and vigilant watch should be kept over their entertainment. More particularly this supervision should be extended to: the motion pictures he attends; the books he reads; the radio and television programs he is exposed to at home.

The Home and School Relationship. The third of the problems mentioned above is the relation of home to school. Home is the first and fundamental school. It should embody Christian principles in every aspect of it. Where the school does not teach these principles there is confusion. But if the home is not an embodiment of Christian principles and is drifting or positively moving toward materialism and paganism and the child is sent to a school where religion is taught, the "confusion is compounded." Real education, integral education requires that the home and school must co-operate in the education of the child, particularly his religious and moral formation. But too many homes of Catholics are not Catholic. The conflicting loyalties can result only in moral and sometimes in mental disintegration.

Sex Education. The bishops believe fathers and mothers have a natural competence to instruct with regard to sex. Surely the home is the safest place for such instruction, particularly as such information should be given individually in a religious and moral context. Regarding sex instruction in the schools the bishops declare: "We protest in the strongest possible terms against the introduction of sex instruction in the school."

Religious Instruction. From the standpoint of the school one of the most incisive discussions of the bishops relates to the religious instruction. The central point is the vast difference between knowing God and knowing *about* God. In short, religious teaching does not get translated into personal experience — is not incarnated in the individual life. God is an abstraction. Mere knowledge about religion is sterile. Two pointed remarks are made regarding this defect. The first is summarized in Christ's words: "If you love Me, keep my commandments," and the second in the sentence: "Where love is, there, too, is service." It would be a great day for Catholic

education if each bishop in his diocese would have an independent, objective survey of supervision, teaching, textbooks, curriculum, methods, and physical plants of the schools under his control. The needs for such objective surveys are indicated in the bishops own words.

Giving the Child a Sense of Personal Responsibility

The next point of the pastoral, the need for inculcating in the child the sense of responsibility correlative with his claim of rights is much needed in the contemporary society and in all levels of schools, including the college. The Catholic sense of each individual's accountability to God for his thoughts, words, and actions needs stronger emphasis in contemporary society. Two practical measures recommended by the bishops are (1) nightly examination of conscience and (2) weekly confession. In the daily life it is essential to restore the concept of work as a continuing sanctification. This furnishes a pervasive motivation and relates man's daily work to God.

Giving the Child a Sense of Mission

The fourth and final point of the bishops' pastoral is a "sense of mission." Again a statement of Christ crystallizes the concept for each, as child and adult: "I am come to do the will of Him who sent Me." A sense of responsibility is not enough, there must be a sense of mission, a dedication of the life of the individual to God. Each must serve God in his own way and according to his capacity. There are diversities of ministries. All work should be spiritually motivated. Each must find the work for which he is fitted. Happy are those who are called to a religious vocation. This is often a challenge to the generosity of American parents.

Who Will Now Apply the Ideas of the Pastoral?

It would be a great thing for America, for the Church, and for the individual, if Catholics especially but also all Americans, would study this pastoral of the American bishops. It is a frank, constructive document facing a number of the basic problems of contemporary society. It faces the central problem of the moral and spiritual crises at the heart of all our problems. Parish groups could study the bishops' statement seriously and improve conditions in home and schools. Councils of Catholic Women, Daughters of Isabella, Catholic Daughters of America, etc., would do well to study carefully this document, and to rise to the challenge to schools and to homes which the bishops have sent forth in unmistakable language. If such study is not made and appropriate action initiated, the words of the bishops will be like much of the teaching of religion — in the bishops own language — *sterile*.

Teachers, Superiors, and Parents

*Rev. Joseph G. Cox**

THE art of public relations has been adopted currently with typical American enthusiasm as an essential part of the American economy of life. It has become a panacea for ailing business and industry, the handmaiden of the professions, and the ghostly companion of the public official. Needless to say, the world of education has not escaped. The school in America has become big business, and its prosperity has been furthered immeasurably by skillful public relations. Without becoming a devotee to a cult, it certainly must be admitted that good relationships are a desirable asset to any school, whether secular or religious. However, in the Catholic school the divine mandate to perfection constantly urges the striving for the ideal. So all its relationships must be considered not just from the viewpoint of worldly or material advantages, but in the light of those spiritual factors which give to the Catholic school both existence and meaning.

The Teaching Apostolate

For the Catholic administrator or teacher, priest, Brother, or nun, education is not just a profession, it is an apostolate. Our ultimate spiritual objectives endow our efforts with spiritual dignity and significance. Yet sometimes the religious and spiritual aspects of education tend to become lost in a maze of more or less secular considerations. Syllabi, standards, state and accrediting agency requirements, tests and measurements, surround us on every side, and too often education becomes rather a profession than a vocation. Certainly if we are to walk worthy of the great vocation of teaching, spiritual elements enter into all our relationships. Charity and justice, prudence and obedience, to say nothing of fortitude, are but a few of the essential virtues underlying public relations for the Catholic teacher. It is in the light of such fundamental spiritual factors that we are considering public relations.

The Religious Superior

For every Catholic religious teacher a most important relationship exists with religious superiors. Theirs is the responsibility of making assignments to the various schools and teaching levels. In doing so they have to consider many things. Community needs may dictate the transfer of a superior or teacher. Perhaps the teachers are quite happy in their present assignment and are not too sure they will be happy in the one to which they are going.

Perhaps they are expendable in taking the place of a religious who was a community problem, or who didn't get along with her local superior or with the pastor. Perhaps a teacher is changed from a higher grade level to a lower, while another whom she considers to have much less ability is sent to teach in high school. Dissatisfaction and discontent can sometimes be generated too easily in the heart of a religious and resentment is directed against community or local superiors. The Catholic religious teacher should give always to religious superiors unquestioning loyalty and obedience. Certainly charity and prudence should dictate the actions and reactions of such superiors. For the religious there is always the quest for perfection and sanctification. For them the will of the superior must be the will of God. What earthly difference does it make whether a religious is teaching kindergarten or college, whether the teaching scene is the most modern and best equipped school or a little frame building in the country, whether the convent is a mansion or very humble in its appearance and appointments? What matters all this? The important thing is that the will of God be done in the education of His children. Therefore, let us not be too critical in our attitude toward superiors. They, too, are animated by the desire that the great work of Catholic education be furthered in the most effective way possible. Perhaps they may seem obtuse to our evident abilities, but theirs is a rather unenviable task, particularly when they try to reconcile religious ideals, the onerous realities of teaching, and the fact that religious are supposed to be happy people. If you are a simple religious, pray that the mantle of authority may fall on someone else's shoulders, for it is a heavy one, indeed. Look at the Crucifix, and contemplating the incarnation of humility and obedience, know that yours is the better part. And perhaps you'd better ask for a sense of humor, too. You'll need it.

The Superintendent

I suppose that, next to religious superiors, the average religious teacher is concerned most about the superintendent of schools. As one who knows many of them I can assure you that they are not a bad set of fellows, really. There is little basis for the attitude of many teachers who look on the superintendent as a combination of Dr. Jekyll and Mr. Hyde, Frankenstein and Nero. They are positively not the odious people that many teachers make them out. Selected for leadership and ability, they have been entrusted with the

administration of educational activities by the bishop, whose representative they are. Their sole objective is to co-ordinate the work of Catholic education into an effective program. That means supervision and, to a certain extent, standardization. These things must be accepted by superiors and teachers as necessary if Catholic education is to fulfill its purpose. Therefore, it isn't quite the right attitude to direct toward the activities of the superintendent a resentful "Humph! More courses of study — more regulations — more forms — more letters — why doesn't he just stay in his office and read his breviary or a spiritual book, instead of thinking up more ways to annoy us?" Well, the superintendent is viewing the educational scene from the vantage point of the entire diocese, not just your school. There must needs be leadership in education and our superintendents have given it to us, heaped up and flowing over. There must needs be co-ordination, and our superintendents have accomplished this. There must needs be supervision, for education just won't work without it. So give to the superintendent your obedience, your confidence, and your co-operation. If he comes to your school and your classroom, don't tremble and shudder before the ordeal. The Inquisition is a matter of history and the rack is only a memory. He is there to help you and to better the work of Catholic education. He will be supremely happy if you greet him with a smile (not wry, if you please), make him feel that he is welcome, teach the class as you always do (not staging, because he'll detect it immediately) and send him away with a sense of pride in you. And please, if it is wintertime, don't open the windows just before he gets to your room, so that he'll be frozen out both figuratively and literally. After all, he may have been an army chaplain in Alaska!

The Supervisor

The community supervisor provides another relationship fraught with many possibilities. This unfortunate personality has been chosen by religious superiors for the most thankless task in the whole community. The rank and file look at them with jaundiced eye, and to the prejudiced mind they are a combination of all the undesirable attributes of the Gestapo and the OGPU. After all, they make reports back to the mother house. So what? If you are doing your work well, you have nothing to fear from them or anyone else. If you are doing it poorly, then you need help and plenty of it, hard as it may be

*Rector, St. Thomas More Catholic Boys' High School, Philadelphia, Pa.

for human pride to let you swallow that fact. Community supervisors have been chosen to supervise, not to spy. There is a difference. They should be welcome visitors in the classroom. They are supposed to be acquainted with all the latest methods — visual aids, classroom techniques, and a lot of other things that the ordinary teacher never finds time to investigate. Therefore, they should be a welcome source of help for every teacher. They should be treated with respect and with courtesy. The teacher should make the supervisor feel that hints and helps are sought voluntarily and not thrust upon an unwilling recipient. Problems and difficulties in the classroom should be discussed with them quite freely. After all, they are the specialists. Let's be honest. Catholic education is fortunate to have them. Be careful. You may be one yourself some day.

The Pastor

Then there is always the pastor. Like the father of the family, he pays all the bills and is frequently taken very much for granted. He is either not interested in the school or he interferes too much. He either visits the convent at inopportune times so that that Sisters can't get their work done, or he ignores them. He has all kinds of peculiar regulations, and won't even allow candy to be sold during Lent. For too many superiors and teachers he is an eccentric fellow appointed to the parish in a moment of weakness by an otherwise intelligent bishop. Oh, yes, there are those wonderful members of the clergy wearing the pastoral toga who are beloved by old and young. But they live in the neighboring parishes. Well, leaving personalities aside, the pastor is just that. He is the shepherd of the flock, and to him has been entrusted the spiritual welfare of that basic unit of church organization, the parish. His is, indeed, the care of souls, that *cura animarum* which bears with it such a heavy burden of responsibility. He is to be unto his people a loving father, an impartial judge, and a financial wizard. His problems are as many and varied as the people of the parish. The superiors and teachers of the parish school are supposed to assume for him a part of his burden — the Christian education of his beloved little children. Their faith and love are his hope for the future. Therefore, his wishes and commands, whatever they may be, should be accepted with humility and obedience. There should be complete co-operation with his desires. After all, he does pay the salaries (if he has the money) and after all, these *are* his children and *his* responsibility. Therefore, the religious should treat him with respect and reverence. If the convent is cold in the morning, don't go down and complain to the pupils that the pastor is a miser. Part of the Christian education you are supposed to impart is to instill a deep reverence and

respect for the priesthood. You can't do it if you don't have it yourself. The future destiny of the parish is practically in your hands. If you give to the children a love of Christ and His Church, a real love and respect for their priests, then the faith in that parish is secure. I know a great many pastors, and there isn't one of them who is not appreciative of the great work of the teaching Brothers and Sisters. They want their school to be a good school, and they want the teachers to have the best, even if it be at the cost of personal sacrifice for the pastor himself. And after all, he is the boss. Even if he be a bit testy and difficult at times, it may be the result of weighty problems of which you can know nothing, or he may even have ulcers. But you treat him nicely, tell him occasionally what wonderful work he is doing, co-operate with him, don't antagonize his people by petty tyranny. Send him that beautiful surplice for Christmas; he may never wear it, but he'll love it.

The Parents

Then, of course, children do have parents. They are frequently those mysterious people who never become a reality to the teacher until Johnny or Mary get into trouble. Or perhaps they are the aggressive type who are always camping on the school steps waiting to defend to the last ditch the conduct of their offspring, while at the same time offering free information on child psychology to the long-suffering teacher. However, all parents are not unjust aggressors, and they are the parents of the children you teach, with very definite rights and responsibilities. The Catholic school is the instrument which the Church offers to them by way of help in the Christian education of their children. Certainly there should be closer and more frequent contact between the school and the parent. Most parents are vitally interested in the education of their children, but many of them don't know exactly what to do about it. An evening or an open house on Sunday occasionally for the parents would be a liberal education for both the school and the home. The school should get to know all it can about the home. Sometimes parents are separated or not getting along. Perhaps the father is out of work and the parents have much too little of this world's goods. Perhaps there is illness in the family. These and a hundred other things can affect the schoolwork of the pupil. Always presume that parents are intelligently interested in the welfare of their children. Most parents are. Act accordingly and don't put a chip on your shoulder when parents are announced in the parlor. If they have one, lift it off gently but firmly and make them feel that there is a mutual interest in helping the child. There is, too, for Christian parenthood is a noble vocation, and parents *are* teachers. You'll find most of them really

N.C.E.A. CONVENTION

Cleveland, March 27-30, 1951

The 48th annual convention of the National Catholic Educational Association will be held at the Public Auditorium in Cleveland, Ohio, during Easter week, March 27-30, 1951.

The executive committee, meeting recently in Chicago, drew up a complete tentative program for the Cleveland meeting. Further details were arranged at a meeting of the problems and plans committee held at N.C.E.A. headquarters in Washington, D. C., December 16-17.

The civic reception to be held on the opening day of the convention, March 27, will feature addresses by three speakers of international reputation.

Archbishop Gerald P. O'Hara, bishop of Savannah — Atlanta, recently regent of the Apostolic Nunciature in Rumania is the first of these speakers.

Another speaker is Rev. John Courtney Murray, S.J., theologian at Woodstock College, editor of *Theological Studies*, who recently completed an assignment for the U. S. Government in western Germany.

A third contributor to this opening program is Charles Malik, minister from Lebanon to the U. S., whose address against Communism at a U.N. meeting recently attracted widespread attention.

Rt. Rev. Msgr. Clarence E. Elwell, superintendent of schools for the Diocese of Cleveland, chairman of the local committee on arrangements, has announced that the Hotel Statler is the official headquarters hotel.

Reservations for hotel accommodations or requests for accommodations in religious houses may be addressed to Rev. Francis W. Carney, Housing Bureau, 511 Terminal Tower, Cleveland 13, Ohio.

The N.C.E.A. has outgrown the headquarters office it has occupied for many years with other Catholic organizations at 1312 Massachusetts Ave., N.W., in Washington, D. C. Shortly after January 1, the N.C.E.A. will occupy its new headquarters in the American Council on Education Building at 1785 Massachusetts Ave., N.W.

nice, sincere people. Those who are not need your interest, your charity, and understanding just that much more. Even if you be rebuffed, just remember, so was your divine Master, and His gentle love persisted even unto crucifixion.

You never realized you had so many relations, public or otherwise, did you? Perhaps the editors, if they ever publish this, will risk a decline in circulation by having a sequel. If so, we shall meet again. If not, pray at least that my relations never find out that I wrote this article. I shall never live it down.

Poems
for
Teaching
and
Memorizing



THE LAMB

Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life, and bade thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?

Little lamb, who made thee?
Dost thou know who made thee?

Little lamb, I'll tell thee;
Little lamb, I'll tell thee;
He is called by thy name,
For He calls Himself a lamb;
He is meek and He is mild,
He became a little child.
I a child and thou a lamb,
We are called by His name.

Little lamb, God bless thee!
Little lamb, God bless thee!

— Wm. Blake
(1757-1828)

JANUARY

Then came old January, wrapped well
In many weeds to keep the cold away;
Yet did he quake and quiver like to quell,
And blow his nayles to warme them if he may:
For, they were numb'd with holding all the day
An hatchet keene, with which he felled wood,
And from the trees did lop the needlesse spray.

— Edmund Spenser
(1552-1598)

CHRIST IN THE TEMPLE

See the wonder and surprise
In the learned doctors' eyes.

How they marvel that a youth
Understands eternal truth.

In Your gentle words they hear
Ancient prophecies made clear.

All the Scriptures You unfold,
And You're only twelve years old!

Facts that I could never give,
Strongly, in Your answers live.

Over books I frown and nod,
But You know all, for You are God.

— Sister Mary Gilbert, S.H.N.

WINTER SONG

'Tis a dull sight
To see the year dying,
'When winter winds
Set the yellow wood sighing:
Sighing, O sighing!

When such a time cometh
I do retire
Into an old room
Beside a bright fire:
O pile a bright fire!

And there I sit
Reading old things,
Of knights and lone damsels,
While the wind sings —
O, dearly sings!

— Edward Fitzgerald
(1809-1883)

ON HIS BLINDNESS

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent, which is death to hide,
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest He, returning, chide;
"Doth God exact day-labour, light denied?"
I fondly ask. But Patience, to prevent
That murmur, soon replies: "God doth not need
Either man's work or His own gifts. Who best
Bear His mild yoke, they serve Him best. His state
Is kingly. Thousands, at His bidding, speed
And pos' o'er land and ocean, without rest;
They also serve who only stand and wait."

— John Milton
(1608-1674)

PLAYTIME FOR PARENTS

Mary Louise and Adelaide B. Curtiss*

CLEVELAND'S Catholic PTA members are playing *Tag*, *Looby Lou*, and *Jennie Crack Corn* these days, and the kiddies are wondering what goes with Maw and Paw! Well they might! After hearing the Robert's rules of parliamentary procedure solemnly observed, it is a bit of a shock to see the mothers and fathers push back the tables and chairs so they'll have room enough to laugh the rest of their meeting through with a roaring *Virginia Reel* or a fast *Relay Race*.

There are healthy reasons for this switch and they stem from a brand new pattern of thinking on the side of the parents which might be summed up as follows:

Much of our children's training has been taken over by the school. The school has become the extension of the home and the Sister the disciplinarian and teacher for the mother and father.

Yet, as parents, we are interested in the grammar our boys and girls are taught. We listen and share with them their prayers. We struggle over their sums and worry about their reading problems. Some of us earn enough through bazaars and rummage sales to supplement the school library allowance, the milk fund for recess, and the hot lunch program. And others of us offer our services in the office and the cafeteria.

Learn to Play

But what of the play, the recreation of the children? In our complex society with its demands on our time and energy, we've even surrendered the privilege of teaching our children how to throw a ball, how to play a chase game with neighborhood pals, and how to dance the folk dances of our own country. True, they're learning these activities through the instruction of the Sisters who have taken over the task of physical education as well as that of the three R's, but as a PTA group—as the recognized co-ordinator between school and home—what have we done?

We give occasional parties, we send the children to the corner movie, we take them to ball games when we can afford it or when the boss is out of town, we give them radios and video, but do we ever join hands with our children in the family circle and really play?

When the "still small voice" of Cleveland's Catholic PTA parents answered, "never," the superintendent of schools and the supervisor of physical education in the

diocese were promptly appealed to, and the fun began.

It was at the mass meeting of PTA leaders last June that the Home-School Recreation Program was launched. The physical education in the Cleveland parochial elementary schools was first explained by its supervisor, and then, to prove the easy carry-over value of this subject into the home, the mothers were asked to shed their wraps and "become as little children" again.

At the end of the 45-minute period, coiffures were askew, seams were crooked, high heels were kicked aside, and faces were becomingly flushed with the unusual exercise. But the mothers, old and young, had fun and they learned enough pre-school, primary, intermediate, and upper grade activities to interest their family and to whet their appetite for more. Better still, they were intrigued enough to request the same instruction from the physical education supervisor for their husbands and friends at their local PTA meetings in the fall.

Active Recreation

Now why this type of home-school recreation? Why were the folk dances and games chosen for the Cleveland Catholic PTA? Aside from the fact that they are taught in the Cleveland parochial schools and therefore the children are already at ease with them, there is another reason and it is found in the very definition of recreation itself.

Recreation means to re-create or make alive again. Recreating is effected in the individual by his active participation in activities. The result is relaxation from emotional or physical exertions, and personal satisfaction and achievement.

In the light of this meaning, concerts, movies, carnivals, etc., cannot be rightly called recreation. They are good activities, but they primarily entertain, amuse, and divert. They afford enjoyable relaxation, but active participation is limited. Only those actively engaged experience personal satisfaction and achievement. The spectator's participation is wholly passive.

Recreation, thus described, falls into four main types: intellectual—reading, writing, study, research, collecting, etc.; social—conversation, games, talks, welfare work, etc.; artistic—arts, literature, music, dramatics, wood carving, etc.; physical—manual arts, hunting, fishing, hiking, group sports, etc.

Family Recreation

Because we are social beings accustomed to group living, and because we

were slanting the recreation to the family circle, the chosen activities had to be a happy combination of the four predominant types to appeal to all. The multiple sports, active games and dances of the old and the new world answered this description. They challenge mental and physical co-ordination. By their nature they are social. Outdoor settings for games and sports, and the choreography appeal to the artistic, and the physical activity involved, furnishes the desired bodily stimulation.

In many cases, because baby sitting is as it is, the Catholic PTA meetings in Cleveland actually had the family circle in the school hall or church recreation room, and proved that folk games and dances are "it" for the family situation. Doctors, lawyers, clerks, and machinists joined hands with their wives and children and had amazing fun in the *Paw Paw Patch*, *Mouse Trap*, and the *Children's Polka*. Youngsters ranging from teens down to vitamin-enriched little folk with wobbly legs, small bright eyes, and an idea that whatever the rest can do, they can do better played with their grown-ups and wondered that they could be having such a big time.

It is truly unfortunate that such fascinating social activities as the folk dance and game are not in more general use—that for so many of Cleveland's Catholic parents it was their first experience in the charmed circle. Unlike many other forms of art such as literature, painting, and drama, folk dances and games have been neglected. Pictures and written words can be seen and easily handed from one generation to another, but the play of people can not be so simply preserved, for the folk arts live only in the hearts of humble folk.

Before the era of modern crowded cities and isolated rural communities, children played the games taught by their parents. They danced with them and neighboring families through many an evening in a rollicking square dance. They ran through fragrant meadows, up hills and down long country roads. They swam and fished in waters of the brook and climbed trees for fruit, or perhaps merely for the pure joy of climbing. They played with their families and friends, and the family circle was a reality.

Children of today have paved streets, cement driveways, an occasional well equipped playground, and small back yards, if any at all, in which to play. Their parents, mentally and physically exhausted by the work of the day, are aghast if asked to join them. The pity of it is, as was illustrated with the Cleveland Catholic

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PTA, it seems many fathers and mothers have forgotten how to play and must be taught along with their children.

Social Value of Play

These PTA families were experiencing more than the actual techniques of the games and dances, however. They were enjoying childlike, unfettered joy—the high ideal of play. The realization of this ideal is paramount since it is only in real fun that the true social values of folk play are most apparent.

A circle of parents and children appear to be merely playing together; in reality they are learning to co-operate with one another, to help each other, to be loyal, to be tolerant, to be fair. In the spirit of fun, folk games and dances are capable of taking diverse individuals and welding them into a miniature society—a real family. The family becomes a unit and the success of the activity and the requirement for fun depends upon the co-operation of them all.

Forget Animosities

But the truest value the families realized was more than social. It was religious. Our faith tries to make our living more rich and beautiful and certainly anything which can contribute to this awful task of lifting us above the small and the sordid, is identified with it. The folk dance and game brought beauty of content, spontaneous joy, and the practice of life's most pleasant virtues to the families.

Worthy of mention is a by-product of the Home-School Recreation Program—the affability, the willingness to get along—which was evidenced by the PTA members themselves after every one of their evenings of folk activity. You cannot grab your enemy for a partner in a folk dance, be chased by him in a game of tag, and be on his team in a relay race, and continue your petty animosity at the next meeting. "The days that make us happy make us wise," said John Masefield. He might have said, "The things that make us laugh, make us big."

Fortunately for the Cleveland Catholic PTA, the physical education of the diocesan elementary schools and the availability of an instructor, provided excellent aids for their adventure into home-school recreation. But the lack of such a program in the schools need not discourage other parents and teachers from attempting the same.

Recreation leaders can be had in all cities, either volunteer or for a reasonable fee. There are many folk game and dance references in any library which are simple enough for even the novice to solve and pass on to his fellow PTA members. We Catholics do a great deal of talking about the Catholic home and the strong family circle, but we seldom act toward encouraging the very activities that will help achieve or preserve it.

School administrators, teachers in our parochial schools, PTA leaders, pastors! Consider the Catholic Parent-Teacher Association or Home and School Association for your gospel! It's a natural!

New Trends in the Arts for the Young Child

*Sister M. Olivia, O.S.F.**

(Continued from December)

LANGUAGE ARTS

THE most widely used of all human techniques, the one technique that distinguishes man as human, is language. The ability to communicate his ideas is an essential characteristic part of man's life; it is the measure of his progress and the custodian of a large part of his happiness. Although much of this communication is through the printed and written word, by far the greater portion is oral. It is of vital interest, therefore, that the language development of the child be fostered and promoted. The growth of the child, his entire mental development, will be measured by his ability to communicate his ideas to others. For a long time, this communication will be almost entirely oral; even after he enters school, oral language will receive the greater emphasis and attention.

Modern education recognizes that in the past undue stress was laid on written language to the neglect of verbal expression. Although the American nation is a "reading people," by far the larger part of our communication is through speech. In lieu of the acceptance of this generalization, the modern school tends to spend greater

effort in training the child to speak correctly, in encouraging him to free, easy, and spontaneous expression of his ideas, and in stimulating him to create from his own experiences stories, poems, and songs that reflect himself.

The need for training in the use of spoken language was emphasized by some of the nation's foremost educational leaders in their statement of the objectives of American education in 1938. As one of the contributing factors to the attainment of the objective of self-realization, the Educational Policies Commission stated:

The educated person can speak the mother tongue clearly. A mastery of the various arts of using one's own language is the most universal of all educational objectives. It was a primary concern of the schools of ancient, as it is of those of modern times. . . . The spoken word remains, for the great majority of American citizens, the principal channel of receiving and giving information and of exchanging ideas and feelings. Modern inventions seem to be emphasizing listening and speaking activities at the expense of reading as a method of education.¹

It is consequently highly desirable that

the child, at that period when he is first beginning to make effective use of his powers of speech and has not as yet learned to read, should be carefully trained in correct, easy, and effective speech habits. He is, at this period, developing a skill that he will use throughout life, with increasing complexity and demand. For this reason, the present treatment will put greater weight on oral language and self-expression on the part of the child through creative activity and dramatization with its various subtopics. The study of literature for the child of the kindergarten and primary age, will not consider so much a wide selection of suitable material and the mechanics of reading, as it will concentrate on oral use of literature: storytelling and creative response. The second half of the treatment will be devoted to speech arts and auxiliary activities. This will range from informal conversation and social courtesies to organized choral speaking and dramatization with its more technical aspects of pantomime, puppets, and shadow plays.

Storytelling

The first experience that the child has with literature is during infancy when the mother sings lullabies or songs to him, or recites rhymes or poems. At this period he comprehends practically nothing of the meaning of the literature he hears, but the experience is valuable to him in the rich-

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¹Educational Policies Commission, *The Purpose of Education in American Democracy* (Washington, D. C.: N.E.A., 1938), p. 53.

ness of the vowel sounds, in the harmonious blend of syllables, and the regularity and swing of the rhythm. Gradually, the little one imitates the sounds about him: the voice of his mother and of other members of the family, and within a short time he himself is telling stories — merely babbling, cooing, and chattering, but nevertheless, giving effective imitations of sounds that he hears. Already at two or three years of age, the child may "read" very volubly from a book or newspaper in his own unintelligible baby language, and when his story is concluded, look to his audience for applause and recognition. This merely an uninhibited gesture of his instinct to communicate with others, and indicates the natural bent for storytelling that is present in all of us.

By the time a child has reached his second birthday he should be given books, containing pictures of things in his own environment and experience. Gradually, simple Mother Goose rhymes, nursery songs, and folk songs can be added to his literary store. Picture books from which stories can be told, are fascinating to him, and soon he will be ready to "tell back" the story, delighting in turning pages just as he sees the adults of his acquaintance turning them. He will want, not many stories, but frequent repetitions of a few favorite ones — those probably that employ animal and rhythmic sounds. He will soon know them so well that he can anticipate pet words, phrases, and situations, prompting here and there with a word, and getting a general sense of security from his smug knowledge of what is coming. Modern education and psychology have recognized that, to be really beneficial, storytelling cannot be a mere haphazard diversion on the part of a parent or teacher, to be employed merely to amuse the child for the present moment. The boy or girl at the age of three, listening to a story, is being trained and educated, and if that education is going to be of the best, certain points should be observed in this seemingly trivial matter of storytelling.

Aside from the material of the story itself and the manner of its telling, the best asset for the storyteller is a good voice and clear enunciation. A voice that is nasal, uneven, pitched incorrectly, is tiresome to the listener and frequently is not easily understood. When such voice defects are coupled with careless, indistinct enunciation, storytelling loses much of its value and charm. In addition to these technical aspects, it must be remembered that a story, well told, is free of colloquialisms, and is well prepared, so that there is no danger of halts or fumbling. The storyteller should not interrupt herself, by asking questions, inviting participation, making explanatory digressions; nor should she, ordinarily, permit the children to interrupt.

Besides these points that contribute to the effectiveness of storytelling, there is an-

other aspect that involves more intimately the artistry of the craft. It is difficult to say how much dramatization, gesture, and facial expression should accompany the narration. Much depends on the type of story, and on the background and temperament of the child. Some stories need a certain amount of dramatic handling in order to be effective, others require a restrained, quiet style. Other points, equally optional and similarly depending on the nature of the material and of the audience, would leave as mooted questions, whether a story should be read or told, memorized or improvised.

There are many artistic effects that come only with experience and practice. These involve the correct amount of gesture, the appropriate place for pause, the change in tempo and voice dynamics. Ruth Sawyer has given, perhaps, the most complete and understanding estimate of the art of storytelling. Describing the wide variety of techniques and effects appropriate to the different stories, she says in part:

Some stories, heroic ones, march from beginning to end. Other stories go quickly, on light feet; they call for the suggested rhythm, the delicacy of touch of a Strauss waltz. Some stories go clumsily; and you would not have them go otherwise, for they would lose an elemental strength, a firm groping, that is necessary. Many stories go on bated breath and call for hesitation, that holding of suspense, which taken away, leaves but half a story. . . . When to hurry, when to go with slow deliberation; when to pause, to hold the word. . . . I rather think that this sense of timing is to those who work with a living art what a sense of design is to a painter: it gives proportion and balance. . . . To be able to create a story, to make it live during the moment of telling, to arouse emotions — wonder, laughter, joy, amazement — this is the only goal a storyteller may have.²

If children are exposed to many charming stories, narrated in an attractive, interesting style, they will not only wish to receive stories, but they will be eager to give them in return. There are several ways in which the children can be motivated to language activity through storytelling. Probably the most common and the easiest procedure is for the child to retell a story he has heard, or to construct a story from a series of pictures being shown to him. Exercise in this activity is excellent preparation for later original and creative work.

The original story gives the child the chance to exercise his imagination and play with his own ideas. At the same time it offers excellent opportunity in spontaneous oral expression, and is the means of

developing a skill entirely foreign to many adults. The kindergarten child who volunteers to tell an original story to the group, very often when he begins, has scarcely a faint idea of what he is going to say; he will spin his tale just as he goes along. Chances are he will weave into his original story some elements of other stories he has heard. This does not detract from the value of the original tale as long as the child uses his own language and avoids a mere retelling in memorized, formal fashion. His stories should be given to an audience that will appreciate him, preferably to adults than to children who will probably be restless at his inferior efforts and product. The kindergarten's stories will be crude and short, many times almost formless, but as he reaches first grade, the child will become more critical and more adept. Vocabulary and language facility will grow in proportion to the opportunities the child has for this type of activity.

As early as the child hears and tells stories, he comes into contact with strong rhythmic speech in poetry and song. Nursery rhymes, jingles, and folk songs are in the repertoire of the three- and four-year-old. Creative verse, too, therefore, should form part of his activity. Often this begins by building on familiar patterns. Playing with words and building new beneficial fun. The sight of a beautiful picture, or of one he himself has produced, will often urge a child to express his appreciation in poetic language. It is well to remember that no artificial stimulus will prompt a child to create. He must be ready and eager to do so. Such a condition will never occur unless the child has had many happy contacts with literature and has, from his environment and wide range of experience, gained a rich background and a stimulation to urge him to creative efforts.

Speech Arts

Children, as soon as they have gained some skill with the mechanics of language, will want to talk about things that interest them. The five-year-old in the kindergarten has many ideas that he is eager to express and this period of his development is an excellent time to lay the foundations of correct word usage and good enunciation. While it may truthfully be said that the kindergarten program has no "language period," it, nevertheless, offers abundant opportunity for spontaneous oral expression and informal conversation. Children working in a group, planning their activities, and relating their experiences receive more practice in oral expression in the kindergarten than in perhaps any other situation.

Conversation is an art, and not a simple art at that; we cannot begin too early to train the child in good habits of conversation and social courtesies.

(To be concluded)

²Sawyer, Ruth, *The Way of the Storytellers* (New York: the Viking Press, 1942), pp. 146-148.

SOME SAINTS AND BEATI OF 1951

Michael J. Laffan, Ed.D.*

All the saints, the higher they are in glory, the more humble they are in themselves, the nearer to Me, and the more beloved by Me. . . .

It is a great thing to be even the least in heaven, where all are great; because all shall be called, and shall be the children of God.

For when the disciples asked who was the greatest in the kingdom of heaven, they received this answer:

Unless you be converted, and become as little children, you shall not enter into the kingdom of heaven.

Whosoever, therefore, shall humble himself, as this little one, he is the greater in the kingdom of heaven.

Woe to them who disdain to humble themselves willingly with the children; for the lowly gate of the heavenly kingdom will not admit them to enter.

— Thomas à Kempis

251

Birth of St. Anthony, abbot, patriarch of all monks. Feast: January 17.

Martyrdom of St. Pionius and companions. Feast: February 1.

Martyrdom of St. Alexander, bishop of Jerusalem. Feast: March 18.

Martyrdom of SS. Alphius, Philadelphus, and Cyrinus. Feast: May 10.

Martyrdom of SS. Anastasius and companions. Feast: May 11.

Martyrdom of SS. Caerealis and Sallusta. Feast: September 14.

Martyrdom of St. Agatha, virgin. Feast: February 5.

Death of St. Acacius, bishop. Feast: March 31.

451

Martyrdom of SS. Mesuorius and companions. Feast: September 7.

c. 451

Birth of St. Brigid, virgin, foundress, "The Mary of the Gael." Feast: February 1.

Death of St. Poemen, abbot. Feast: August 9.

551

Birth of St. Otrille, bishop of Bourges. Feast: May 20.

Death of St. Sacerdos, bishop of Lyons. Feast: September 12.

651

Martyrdom of St. Oswin, king. Feast: August 20.

Death of St. Aidan, monk of Iona, bishop of Lindisfarne. Feast: August 31.

751

Birth of St. Benedict of Aniane, Benedictine abbot. Feast: February 11.

Death of St. Natalia, bishop of Milan. Feast: May 13.

Death of St. Edburga of Thanet, Benedictine abbess. Feast: December 12.

c. 751

Death of St. Abel, Benedictine abbot, archbishop of Reims. Feast: August 5.

851

Martyrdom of St. Perfectus, priest. Feast: April 18.

Martyrdom of St. Sancho. Feast: June 5.

Martyrdom of St. Sisenandus, deacon. Feast: July 16.

Martyrdom of St. Paul of St. Zoilus, deacon. Feast: July 20.

Martyrdom of St. Theodenir, monk. Feast: July 25.

c. 951

Birth of St. Romnald, founder of the Camaldolese Monks. Feast: February 7.

1051

Death of St. Davinus, confessor. Feast: June 3.

1151

Death of the Blessed Lambert, Cistercian abbot. Feast: August 22.

Death of the Blessed Hugh Mâcon, Cistercian abbot, bishop. Feast: October 10.

Martyrdom of St. Bellinus, bishop of Padua. Feast: November 26.

Death of the Blessed Raynald de Bar, Cistercian abbot. Feast: December 16.

1251

Death of the Blessed Andrew de' Gallerani, confessor. Feast: March 19.

Reception of the Scapular from Our Lady by St. Simon Stock, Carmelite friar. Feast: July 16.

1351

Death of the Blessed Conrad of Piacenza, Franciscan tertiary. Feast: February 19.

1551

Birth of the Blessed Thomas Sherwood, aspirant to the priesthood, English martyr. Feast: February 7.

Birth of the Blessed Ambrose Fernandez, Jesuit Brother, martyr. Feast: March 14.

1651

Birth of St. John Baptist de La Salle, priest, confessor, founder of the Congregation of the Brothers of the Christian Schools, patron of teachers and student teachers. Feast: May 15.

Martyrdom of the Blessed Peter Wright, Jesuit priest. Feast: May 19.

1751

Birth of St. Clement Mary Hofbauer, Redemptorist priest. Feast: March 15.

Birth of the Blessed Julie Billiart, virgin, foundress of the Institute of the Sisters of Notre Dame de Namur. Feast: April 8.

Birth of the Blessed Gabriel John Tautin Dufresse, priest, martyr. Feast: September 14.

Death of St. Leonard of Port Maurice, Friar Minor. Feast: November 26.

1851

Martyrdom of the Blessed Augustine Schöffler, priest of the Paris Society of Foreign Missions. Feast: May 1.

THE CALENDAR

We begin the year with the Feast of the Circumcision of Our Lord, the day on which He was given formally the name of Jesus. Jesus Christ our Lord taught us to observe the laws of God and the laws of the state (whenever they are not opposed to the laws of God). He told us to be perfect as our Heavenly Father is perfect. This is New Year's Day. Let us resolve to be perfect Christians (followers of Christ) during the year 1951.

Jan. 3. St. Genevieve. She ought to be better known. Look up the facts we know about her.

Jan. 6. The Epiphany. Our Lord made Himself known to the Gentiles represented by the three Kings.

Jan. 10. St. William. He was a holy archbishop. We wonder how many of the numerous Bills have read about him.

Jan. 18. St. Peter's Chair at Rome. Explain to your pupils the significance of St. Peter's becoming the Bishop of Rome.

Jan. 21. St. Agnes. She is a special patroness of all girls.

Jan. 25. The Conversion of St. Paul. While on the way to persecute the Christians, he was struck down by Jesus and converted. Then he, a Jew, became the great Apostle of the Gentiles.

The foregoing are only a few of the January feasts. The others you will find in your calendar.

We shall suggest two civic observances for January:

Jan. 15-31. The March of Dimes, sponsored by the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y. There is a special notice of this elsewhere in this issue.

Jan. 17-23 is National Thrift Week, sponsored by the National Thrift Committee, Room 2300, 121 W. Wacker Dr., Chicago 1, Ill. It begins on the birthday of Benjamin Franklin, the great teacher of thrift.

*Our Lady of Mercy Seminary, Lenox, Mass.

Teaching History in the Elementary School

*Sister M. Albert, O.P., Ph.D.**

One fact of history of which you are well aware is that the Catholic schools in the United States have succeeded in writing a glorious chapter in the larger history of the growth and development of the Church in our cherished land. You and I share in the continuity of that noble work; and, the sacrifices by which we attain our exalted goals today are no less real than were those of our rugged forefathers who braved the dangers of wilderness, weather, and weapons that God might be served in accordance with the dictates of conscience.

The Threat of Secularism

Today in America, there is an insidious foe threatening the very lifeblood of our Catholic school system, namely, secularism. This pagan philosophy has stealthily gained such strong footholds into every phase of our American way of life that there is grave danger that it may infiltrate the portals of our own schools. Already it has succeeded in forcing some so-called Catholic-public schools to close their doors, and the religious in others to doff their beloved religious habits and don secular dress. Why? Because Satan and his satellites are still very much among us. Secularism—materialism, pragmatism, experimentalism—or any one of its other forms, is bound to find a foothold in education or even to dominate it unless its antithesis, Christianity, is firmly rooted there.

What Is History

Probably one of the simplest definitions of history and one that you teach your students is that history is a written record of events. Webster gives it a threefold analysis: a chronicle, a narrative, and a philosophical treatise. History is considered a chronicle in so far as it is a chronological record of successive times; it is a narrative in so far as it tells the story of an event or course of events; and it is a philosophical treatise in so far as it is a relation of events with emphasis on their proximate and remote causes, as well as of the principles which should govern them. Although most historians utilize all three of these concepts, it is generally accepted that one or another predominates in proportion to the maturity of the learner. Small children are able to comprehend and enjoy a story. For them the historian emphasizes the narrative part of history. As children advance to maturity, more of the philosophical aspect of history is brought into focus.

On the elementary school level, the content of the history classes is usually that of the

foundation of America and what body of truths is necessary from ancient and medieval history for an understanding of it. This being true, the aims of the teaching of history include the acquisition of this body of knowledge, and the traits of character associated with the learning of it. More specifically, the aims are:

1. To understand modern America by a knowledge of the past.
2. To strengthen, or develop, habits of good character, such as: tolerance, justice, and devotion to truth.
3. To strengthen, or develop, habits of good personality, such as: accuracy, neatness, precision in thinking, and the causal relationships of events.
4. To develop and foster cultural interests, such as: a taste for good books, interest in other peoples, appreciation of beauty, and the love of travel—whether actual or through vicarious experience.

History and Religion

In the Catholic school system, history should be taught in conjunction with religion, for religion has always been the supreme coordinating principle in education, as it is in life. It is the centralizing, unifying, and vitalizing force in the whole educative process. If Christianity is not the religion which colors the teaching of history, then it will be atheism, or nihilism, or secularism, or materialism—call it what you will.

How, specifically, can Catholicism permeate the teaching of history? By referring all major events to some one of the basic truths of religion. Some critics might call this indoctrination of the first class, and they would be absolutely right. It is. But, to repeat—if teachers do not indoctrinate with Christianity, then they will do so with something else, for it is utterly impossible to present historical facts in a completely objective, and therefore, cold and prosaic manner.

No teacher, religious or not, need apologize for presenting the Catholic viewpoint on events, or clarifying a discussion by clinching an argument with a fundamental principle of truth or goodness. Our adversaries, the Communists (from whom we might borrow much zeal and some tenacity of purpose) are quick to snatch teaching positions wherever available and use the constitutional right of free speech to denounce God, government, and the fundamental rights of man.

Religious teachers are primarily religious and then teachers. They ought, therefore, to find no difficulty in presenting historical facts to immature minds in the true perspective of religion. It is possible, however, to miss the

woods for the trees, and so in briefest summary, here are four of the outstanding religious principles which can be correlated with history:

1. The nature of man.
2. Man's relation to God.
3. Man's relation to his fellow men.
4. Obligations existing between peoples and nations.

It is hard for us to realize that all people do not believe that man is composed of a body which he can see, and its life-giving principle, an immortal soul which he cannot see. The concept that man was made by God for God is poles apart from that concept which says that man just happened into existence, lives, and should work for the state, and then disintegrates at death.

In man's relation to God, the emphasis should be on man's dependence on God, and on man's obligation to use the resources of the earth according to God's plan.

Christian Principles

Regarding man's relation to his fellow men, children should be taught the individual dignity of every person, regardless of color of skin or place of habitation. The social nature of man should be emphasized; and, the sacredness and integrity of the family should be upheld and exalted at all times. The dignity of the worker and his work should be brought to the attention particularly of elementary school pupils. And the spiritual and material interdependence of all men cannot be emphasized too greatly.

These foundations should be well laid and their application made at every opportunity, whether it be in a study of the text or in the study of current events, which is history in the making. Then, it will not be difficult for children who are by nature logical thinkers to see the obligations existing among peoples and nations as regards justice and charity. For, after all, the world is composed of nothing more than a family of nations.

Fundamentally, then, these are the important principles which should govern the teaching of historical facts. They are included in the treatment of factual material contained in Catholic textbooks. And here, we shall be concerned only with Catholic texts, for when these are available, Catholic teachers should not even consider others, especially on an elementary level of learning.

The problem of textbooks is a large one in itself, but there are some standards governing their use which are in place here. First of all, a textbook is not an end-all or a be-all to the teaching of any subject, but rather, is a tool to learning. When any book tends to become anything more than this it makes of

*Congregation of the Most Holy Rosary, Adrian, Mich. The article is a shortened form of an address given at the diocesan teachers institute, Peoria, Ill., Oct. 28, 1949.

both teachers and pupils its slaves, and fails to fulfill the purpose for which it was designed.

Use of Textbooks

Today, the generally accepted use of textbooks is twofold: a single text per child, per grade; or, the library system. In this latter, two methods may be followed:

1. A single copy of enough different texts to supply every child in the class, or
2. Three groups of different texts of varying reading levels with some few copies of other supplementary texts as well.

In the library system, copies of prepared units of work are imperative if any unity and continuity are to be established.

Some teachers are prone to forget that children in the elementary grades need to be taught how to study the subject of history as well as other branches of learning. During the history period these teachers conduct a class day after day unto tireless monotony by asking one child after another to read a paragraph or more. No comment. No discussion. Nothing to provoke understanding or thought or questions. Only a repetition of words in sequence—and sometimes this is a painful procedure especially when the children are not the best of readers. These same teachers become exasperated when Johnny fails to measure up in reproducing the content read, but they fail to realize that the lion's share of the blame rests squarely on their own shoulders. Perhaps this procedure can be called teaching, but it is doubtful. Whatever such children manage to learn, is learned in spite of the teacher.

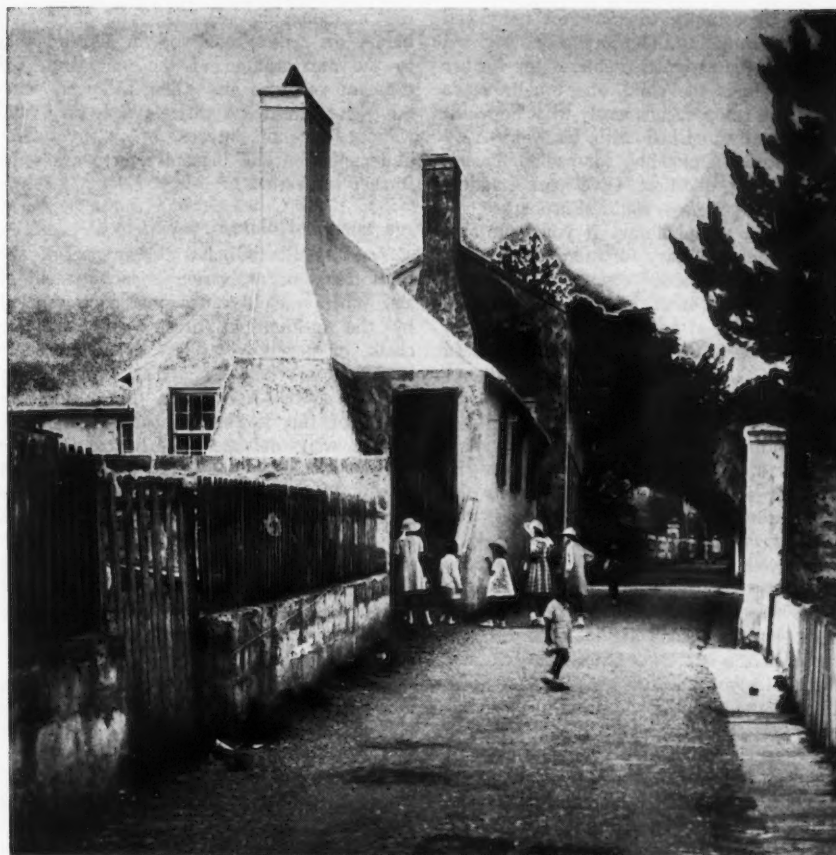
If the great and learned St. Thomas Aquinas was right in his explanation of the learning process wherein he says that one learns either by instruction or by discovery,¹ then a teacher definitely must do more than hear the children read the content of the textbook, regardless of the subject matter under discussion. It is somewhat consoling to know, however, that teachers who consistently adhere to this method are few and far between.

Variety of Appeal

In accordance with the nature of man, a scholastic axiom maintains that there is nothing in the intellect which was not first in the senses. Present-day reputable psychologists tell us that the more of the external senses brought into operation in the learning process, the more quickly is the truth comprehended and the more readily is it retained. Therefore, whenever and however you can contrive to let sight, hearing, smell, taste, or feeling enter into your classes, please do so. It will pay you and the pupils rich dividends.

Sight, of course, will be used much more frequently than the other senses, for as much as 85 per cent of learning comes thereby. We are told also that there is no such possibility as a nonreader, although some of you may take that statement a bit skeptically.

¹De Veritate, III, Q. XI.



*An interesting side street in the old town of St. George on Bermuda Island.
Photo by Philip Gendreau, New York City.*

Every child, however, need not be expected to read every word of his text, although it would be desirable for him to do so. The slow reader often can grasp much more from oral presentation and drill, but he will retain it just as long, provided he actually understands it.

In order to achieve the recognized aims of the teaching of history and use your main tool, the textbook, to best advantage, why not use some of the salient features of the unit method?

As you know, there are several different ways of using the unit method of instruction. Regardless of which one you follow, a good teacher presentation is mandatory. In this, include the high lights of all sections in the unit in order to stimulate interest and create a general concept of the whole. Then return to the first section of the unit and present it in greater detail. While doing so, be sure to use all the visual aids at your disposal. On occasion, it may be a 16mm. movie, or lantern slides, or maybe an amateur's collection of souvenirs from some historic place. There are maps and a globe available to most of you, and there is always a blackboard and some chalk. If necessary, draw your own crude maps on the board as you talk. No one will take a candid camera shot of your efforts and present it as an entry in an art exhibit—

and the children will think it wonderful, because you did it!

For Understanding

Also, during the presentation, write all of the words of the word study (and others that you think necessary) on the board as you use them. They will then be ready for a word drill following the presentation. In this, teach the pronunciation and spelling of each word, its meaning, and its use in a sentence.

Actual study follows the word drill. Remember to correlate all the worth-while aspects of reading here, and help the children, particularly the younger ones and the slower readers among the older ones, in such activities as finding answers to questions, finding central points to paragraphs, reading intensively for details, skimming to locate information, evaluating materials, and making oral summaries.

If you have a group of good readers who can work independently, then start them off with the problem solving approach. Use the problems given at the beginning of each unit section. Discuss them thoroughly with the children to insure that they know what information to seek out in their reading.

Assign Problems

In the solving of problems there is a

splendid opportunity to allow for individual differences in ability. The intellectually gifted child might be assigned problems for further research. He is the child who usually reads rapidly and comprehends easily what he reads. He is usually finished with his work very much before his plodding companion finishes even the first question. Give your budding genius some library work. Encourage him to go to the school library if you have one, or to the public library for more information about the topic under discussion. He may find material in other history books, or he may find stories of an historical nature which may lend factual information and interest to the group.

Interesting Recitations

There are many means available to allow children to recite, or to make known the knowledge of facts or ideas concerning the unit of work. The simplest of these is the answering of questions. When this method is employed, it is well that the questions be formulated specifically by the teacher and answered in complete statements by the pupils. Some questions are included for this purpose in the exercises following each unit of work in your textbooks.

Depending upon the maturity of the children, any of the following additional activities are excellent: engaging in group discussions, giving oral reports or floor talks, conducting meetings, engaging in debates, participating in programs or dramatizations, making written reports, making on-the-spot radio newscasts before a classroom "mike," or broadcasting them over the school public-address system, or playing the popular radio quiz game called Twenty Questions. This latter game is an excellent device which trains in deductive reasoning.

The next important step in the process is drill which aids in the retention of truths learned. Drill, although considered old fashioned by some, is still of primary importance for the development of memory. But everything in the field of history need not be memorized or drilled, rather, only those facts considered essential. Most of these are included in the study exercises following each unit of work in your texts.

Drill means repetition, and frequent repetition. For instance, a sectional drill of essential facts followed by one on each succeeding section makes for a cumulative review which helps to stamp out forgetting. If this is done, then the review preceding the final unit test is an easy task. One note of warning regarding drill should be issued, however: drill should always follow the presentation, understanding, and learning of the unit of work, rather than precede it. It should embrace only the high lights of the unit. When this procedure is followed, you ought not learn too many new items when you correct the unit examinations for your young hopefuls. Don't eradicate all of the boners found there, however, for they add zest and laughter to an otherwise tedious task!

For those of you who are satisfied with

the minimum in teaching, you may stop here—or rather, continue in like manner to the next section of the unit. But, for those of you who are willing to spend yourselves a little more than is necessary, and who don't count the cost of an investment in imagination and ingenuity, here are some further suggestions.

Related Activities

You are all well aware that one of the best means of expression is in the field of art. When a child can reproduce a concept by the medium of brush, paint, crayon, chalk, or pencil, regardless of how crudely executed, you know at a glance whether or not his concept is correct. The classic example of this is perhaps the story of the teacher who told the children to draw the picture of God driving Adam and Eve out of the Garden of Paradise. When she looked over the results, lo! and behold! There, in the foreground of a beautiful garden was the latest streamlined automobile with an elderly haloed gentleman at the wheel, and a man and woman serenely sitting in the back seat! By now, they are probably using jet propulsion!

Please cast away your fears of directing such activities. Creative drawing seems to be a natural ability which becomes more perfect with practice. There are many outlets for this ability, and the materials at hand oftentimes suggest the best type of activity. Alert teachers in this field soon become known as convent scavengers, for they seize upon every odd bit of cellophane, ribbon, yarn, string, corrugated paper or boxes, and even wrapping paper which they iron out so that the wrinkles can never be noticed. This prac-

tice is good, for it not only produces astonishing classroom results, but it is in keeping with the beautiful vow of poverty which all of us have taken.

Creative art allows for many outlets such as these: the making of a large scrapbook made of newsprint (the cheapest paper on the market). Here you may depict, unit by unit, the narrative aspect of history for the entire year. A class newspaper can be issued for each unit of work, the articles for which are written in the style contemporary to the period of history under study. You may choose at another time to have the children make a frieze on the back of old wallpaper or on a strip of brown wrapping paper and display it above the blackboard when finished. You might allow them to make their own movie, if they wish. Use a large cardboard box, cut out a window from the bottom for the screen, install a roller at the top and at the bottom of the box, and wind on it a film strip. This is nothing more than a sequence of independent pictures, each drawn by a different child, but which tells the story of the unit in sequence. You may correlate the English work with this and allow each child to write the story explaining his picture. When the film is shown, each story told becomes the sound track. By all means, use the display boards either in the classrooms or in the corridors on which to show the work of the children. If you have no large display board and can spare a blackboard which is little used in the back of the room, see if you can't inveigle your superior into having the slate covered over with celotex or some other form of wallboard that will take thumbtacks and pins. It is a cheap monetary investment, which brings in rich rewards. Carving figures in soap or in softwood is training in excellent skill and is still another medium of expression. Girls may prefer to dress clothespins as dolls to represent historical figures of note.

Do not be overly concerned about where and how and with what you will accomplish these feats. Where there is a will, there is a way. The accouterments of art rooms are unnecessary. If no worktable is available or cannot possibly be squeezed into an already overcrowded room, then let the youngsters spread out a sheet of newspaper on the floor and work there on their haunches. If nothing better comes of it, they will have developed some otherwise little used muscles! Or, the working paper can be fastened to a blackboard with masking tape which leaves no marks when removed. Let the child work there even while discussions are the order of the day for the remainder of the class.

You will have no discipline problems if you allow the children expression for creative abilities. They have ideas to express, a desire to express them, and you provide a means to do so. Their interest in work is at high tide and their minds are not filled with ideas of mischief. It is only when children have little or nothing to do that they usually cause you trouble.

JOIN THE MARCH OF DIMES

The 1951 March of Dimes campaign to assist victims of polio is being conducted January 15-31.

Since 1938 the National Foundation for Infantile Paralysis (120 Broadway, New York 5, N. Y.), through the March of Dimes fund has underwritten to the extent of almost \$12,000,000 more than 530 research grants and appropriations aimed at conquering the polio scourge. It has spent for care of patients more than \$94,000,000 since 1938. Nearly two thirds of this sum has been spent during the past three years.

The Foundation reports the ten worst polio epidemics as ranging from a low of 10,839 cases in 1935 to 42,173 in 1949. The 1950 total is estimated to be more than 30,000, the second largest epidemic.

Although the Foundation's funds have been exhausted, credit has been used to extend immediate aid to all those who need nursing care, iron lungs, hot packs, and convalescent and rehabilitation treatments.

CATHOLICS AND SCIENCE

Norman J. Griffin*

THE Catholic Church is frequently accused as the foe of science, although science is largely in its present advanced stage because of the interest and help of the Church. True science is knowledge of God's handiwork, and a better knowledge of God's handiwork clarifies the bond between God and man, which is religion.

The great ancient learning was lost to view when the Roman Empire fell and the barbarians ushered in the Dark Ages. The Benedictine Monks at Monte Cassino in Italy in the fifth century preserved much of the ancient knowledge and made new discoveries and spread its light over Europe.

By the eleventh century there were church established universities at Salerno, Seville, Toledo, Cordova which were followed by others at Paris, Bologna, Oxford, Cambridge, Padua, and Naples in the next century, church inspired, staffed, and administered with mathematics and astronomy among the principal subjects. Chemistry largely confused with magic was in the monastic and church schools preserved as a pure science.

Popes Promoted Science

Dr. Charles H. La Wall, whom we select, "because he states, "The Popes punished all possessors of learning and forbade their books to be read," in his book *The Curious Lore of Drugs and Medicines*, without mentioning such popes, reluctantly contradicts himself. For example, he says:

"In the tenth century, Pope Sylvester II studied Arabian mathematics and the translation of many Arabian works into Latin was begun. His name, before being elevated to the Papacy, was Gerbert. He had traveled extensively and spoke Arabic and Greek and wrote Hebrew fluently. It was he who introduced into Europe what we now call the Arabic system of numbering. . . . Gerbert has been acclaimed as 'the first mind of his time, its greatest teacher, its most eager learner and most universal scholar.'"

Pope John XXII instituted chairs of medicine and arts in the University of Perugia in the bull *Erectio cathedrarum medicinae et artium in Perusino studia*, February 18, 1321, and then founded a university at Cahors, his birthplace, in the bull, *Confirmatio erectionis Universitatis in civitate Cadurcensi*, June 7, 1332. When Benjamin Franklin demonstrated by his kite that electricity was in lightning, similar experiments were being carried on by Father Diwusch. Abbe Nollet of France studied the effects of electricity on animals and plants, and an Italian, Father Beccaria, was elected a member of the Royal Society of England because of the appreciation of his work by a non-Catholic English scientist,

Priestly. (*Encyclopedia Americana*, Vol. 6, "Catholic Church and Science," p. 81).

The electrical terms, galvanic, ohm, ampere, and coulomb, are named after distinguished Catholic pioneers in the field, Galvani, Ohm, Ampere, and Coulomb.

Catholic Biologists

The story of evolution gave rise to the belief that man descended from the ape, although the real protagonists of the evolution theories never taught this as a fact. Without scientific proof, many accept this conclusion and denounce the Church as backward for not falling in with views which have never been scientifically demonstrated. Yet Catholic lay and clerical scientists have done valuable work in the field of biology, which some others have stultified for publicity rather than truth.

In 1770 the Abbe Spallanzani published his *Regenerations*, a threshold work in the field of modern biology.

It was a Catholic, Theodor Schwann, who discovered the cell theory of life. Louis Pasteur, father of modern bacteriology, was a devout Catholic, whose humble wish was to have the faith of a lowly Breton peasant woman. To him we owe decrease in deaths because he insisted on cleanliness in childbirth cases, in milk preparation, in food canning, in his anthrax discoveries, and his cure and prevention of rabies, and modern life-saving in great famine areas due to food preservation.

The theory of heredity, scientifically developed and demonstrated is ascribed to the Belgian Monk, later an Abbot, Gregor Mendel. Father Wasman, the Jesuit, was an outstanding entomologist. Father LeGrand of the University of Paris, is on loan to the University of Pennsylvania for archaeological work connected with the discoveries in the ancient Ur, city of Abraham. In this field the names of Father Obermaier and Abbe Brueil stand out as well as of the Dominican Pere Scheil. The Church encourages such work, and with the Papal Academy of Science puts help and not obstacles in the paths of such scientists as Father Hubbard, who has explored the glaciers and volcanoes of Alaska and who aided the United States so much in the last war with his experience and activities.

The Church and Medicine

Medicine is in the debt of the Catholic Church despite claims it is only through shrines and medals and relics that she is interested in cures. The Church is definitely interested in real cures through direct Divine intervention, and at Lourdes there is a corps of physicians, whose main job is to make sure that no credit is given to miracle for any cure which can be otherwise explained. It is

the Church who is interested in seeing that no phony miracles are palmed off on her or the public.

Dr. James J. Walsh in his *Popes and Science* in the chapter on the Popes and Medical Education and the Papal Medical School, credits Pope Boniface VIII, organizer of the University of the City of Rome. During the Papal exile at Avignon, Denifle in his *History of the Middle Ages* points out that Pope John XXII paid the salary of a teacher of physics at this school from papal revenues.

Alexander VI established the Papal School in new buildings. Leo X, son of Lorenzo the Magnificent, combined the University of the City of Rome with the University of the Papal Court. Dr. Walsh in the book mentioned, says Bealdo Colombo came there as the first of the great professors during the Pontificate of Paul III. Colombo was successor at Padua to the great Vesalius. Dr. Walsh quotes Dr. Fisher writing in the *Annals of Anatomy and Surgery*, Brooklyn, 1878-80. "He (Colombo) dissected an extraordinary number of human bodies and so devoted himself to the solution of problems in anatomy and physiology that he had been most aptly styled the Claude Bernard of the Sixteenth Century."

His *De Re Anatomica* published posthumously was by permission dedicated to Pope Pius IV. A later famous anatomist, Piccolomini, dedicated his *Anatomical Lectures* to Pope Sixtus V. The anatomical sketches of Eustachius after whom the Eustachian tube is named were, according to Walsh, printed mainly at the expense of Pope Clement XI.

Andreas Caesalpinus of Pisa came in 1592 to the University of Rome, now the Sapienza, and taught the circulation of the blood. Dr. Michael Foster, delivering the Lane Lectures (Cambridge Press, 1901), says, "He thus appears to have grasped the important truth, hidden, it would seem, from all before him, that the heart, at its systole, discharges its contents into the aorta (and pulmonary artery), and at its diastole received blood from the vena cava (and pulmonary vein)."

When Pope Julius II incorporated Bologna into the Papal States, he continued that patronage of the famous medical school at Bologna founded by John XXII.

In the bull *Erectio Cathedrarum Medicinae*, Pope John XXII prescribes for the doctorate in medicine, a course of study equal to that at the Universities of Bologna or Paris of seven years.

Rudolph Virchow, Berlin, 1879, in his *Public Medicine and the History of Epidemics*, refers to eighty-four hospitals in Eastern Europe. "The beginning of the history of all of these German hospitals is connected with the name of the Pope. The Hospitals of the Holy Ghost were one of the many means by

*Market St. Nat'l. Bank Bldg., Philadelphia 7, Pa.

which Innocent III thought to hold humanity to the Holy See." He marvels how a Pope who humbled emperors and deposed kings and inspired crusades, "turned his eyes sympathetically upon the poor and sick, sought the helpless and the neglected upon the streets, and saved the illegitimate children from death in the waters."

Virchow, an agnostic, criticized the secular hospitals and praised the higher motive of care for the sick in the religious hospitals. He says "our training schools for nurses must teach very differently to what they do at present, if the care of the sick in municipal hospitals shall compare favorably with that given them in religious institutions. Our hospitals must become transformed into true humanitarian institutions."

Arthur Dillon, an English architect, in the *Mail and Express*, May 7, 1904, comments on the well laid out, ventilated, and cheery hospital founded in 1293 at Tanriere, France, by the sister of St. Louis IX, the king, "It was, moreover, in great contrast to the cheerless white wards of today. The vaulted ceiling was very beautiful, the woodwork was richly carved, and the great windows over the altars were filled with colored glass. Altogether, it was one of the best examples of the best period of Gothic architecture."

The Church and Chemistry

Papal bulls which forbade the study of alchemy were supposedly issued by Pope John XXII, thus retarding the study of chemistry.

Alchemy, the ancestor of modern chemistry, is truly indebted to its sire. However, one of the great aims of alchemy was to discover a means of changing base metals into gold and silver, a task not too preposterous, since on a small scale it has been done in modern times.

Naturally swindlers entered the field and made and sold false gold and silver.

Against these Pope John XXII issued a prohibition, not a bull, against not alchemy or chemistry, but counterfeiting. The decree at Avignon, 1317, *De Crimine Falsi Titulus VI, I Joannis XXII*, in translation reads:

"The Crime of Falsification. Alchemies are here prohibited and those who practice them or produce their being done are punished. They must forfeit to the public treasury for the benefit of the poor as much genuine gold and silver as they have manufactured of the false or adulterated metal. . . ."

The rest of the decretal denounces the "alchemists" who even stamp the false metal as money and pass it as counterfeit.

The same critics point with approval at an English law of Henry IV which ordered, "That no one shall henceforth multiply gold or silver, nor use the craft of multiplication, because many people by color of this multiplication made false money, to the great detriment of the King and the injury of the people."

It is as illogical and false to accuse the United States Government of forbidding the study of chemistry because it forbids and punishes counterfeiting of money or punishes

the adulteration and false labeling of foods and drugs. The same Pope issued a bull, *Super Illius Specula*, in 1326, forbidding the practice of magic and directed against fortune tellers, sellers of amulets and magic charms, etc. The Latin text may be read in its entirety on page 414 of the Appendix in Dr. James Walsh's, *The Popes and Science*.

The bull condemns the pretense and belief in the practices, forbids the study, and orders books on the subject to be destroyed.

Where is there here any enmity to science any more than in modern laws against flim-flamming by pretended necromancy?

Thirteenth-century chemistry was a popular study, and its great names include Albertus Magnus, bishop and saint, Roger Bacon a Franciscan, whose work was published at the request of a Pope, and the Great Paracelsus, a Catholic chemist, pharmacist, and medico, the Abbot Trithemius of Spanheim, Bishop Erhart of Levanthol, and others. The many traveling missionaries brought back pharmaceuticals used by the chemists and physicians. The Jesuits of Peru introduced the use of quinine for fever, named after the Viceroy Count Chinchón, known today as cinchona bark. Prejudice was great among certain Protestants at first against the use of the bark, because it was called also Jesuit Bark. However, it did cure malaria so its Catholicity was forgiven and forgotten.

The Church and Dissection

Among the lies aimed at the Church in the field of science is the one which says she forbade dissection by papal bull and thus retarded the study of surgery.

Actually the bull of Pope Boniface VIII known as *De Sepulturis* issued at the Lateran in March, 1300, was aimed at a practice arising from the crusades. The title reads, "Persons cutting up the bodies of the dead, barbarously boiling them, in order that the bones, being separated from the flesh, may be carried for burial into their own countries, are by the very act excommunicated."

Then it goes on to require that they be given Christian burial and when, through the

processes of nature, the body has disintegrated, the remains may be transferred for burial.

At no place is there reference to medical dissection.

Coincident with the supposed prohibition, dissections were going on. Dr. Lewis S. Pilcher ("The Mondino Myth," *Medical Library and Historical Journal*, December, 1906), says "Salernum was not alone in its legalization of the dissection of human bodies before the first public work of Mondino, for according to a document of the Maggiore Consiglio of Venice of 1308, it appears that there was a college of medicine in Venice, which was then authorized to dissect a body once every year." A German, Puschmann (*Handbuch der Geschichte der Medizin*, Vol. II, page 227) carries a direct statement by Pope Benedict XIV, under the heading, "Concerning the Dissection of Bodies in Public Institutions of Learning, and in reply to the question whether the Bull of Boniface VIII forbids the dissection of human bodies."

The Pope pays tribute to the advanced medical science in Rome and the benefits derived from human dissection and adds this is not contrary to the bull of Boniface VIII. "From the rest of the bull," says Benedict XIV, "it is clear that this penalty was only to be inflicted upon those who took bodies already buried out of their graves and by an act horrible in itself, cut them in pieces in order that they might carry them elsewhere and place them in another tomb. It is very clear, however, that by this, the dissection of bodies, which was proved so necessary for those exercising the profession of medicine, is by no means forbidden."

The Emperor Frederick II in 1240 promulgated a law for the Two Sicilies requiring physicians to have a degree from a university and a license from the government. They had to study three years before taking up medicine, spend three years in a medical school and one year of apprenticeship with a physician before practicing and to be a surgeon he had to study surgery and dissection. This law of Frederick II is set forth in the *Journal of the American Medical Association*, issue of January, 1908.

Frederick, loyal son of the Church, famous as a crusader, as a general, was especially interested in the advancement of surgery and continued to foster its study at Salerno. Textbooks on surgery were written by Roger and Roland and "The Four Masters." The Renaissance and printing preserved the works on surgery of the famous Italian surgeons of that period, who were unquestionably Catholic and working under Catholic auspices. They even did some plastic surgery as witness the artificial nose of silver, placed on the face of the astronomer Tycho Brahe. One of the great surgeons of the thirteenth century was Theodoric, a bishop. In his book, he says pus is not necessary in wounds, writes about skull fractures and fracture of the spine. He advocates many of the common practices of so-called modern surgery. Some of the great surgeons of this period were also ecclesiastics:



Lanfrac, who taught at Paris; Guy de Chauliac, father of French surgery, who was physician to the popes at Avignon and wrote textbook *Chirurgia Magna*.

Eustachius, Malpighi, and Varolus, papal physicians, who practiced dissection, were pioneers in anatomy and as may be noticed gave their names to various organs.

A Belgian, Vesalius, could not get dissecting material in France or Belgium and went to Italy where he studied, and later wrote a great book on anatomy illustrated with dissections. Why such a lie developed against the Catholic Church when in fact it was in England and America where antidissection laws exist, is only one of the many mysteries in the history of bigotry.

Catholics and Astronomy

In astronomy, the great modern developments are traced to a Polish priest, Kopernik or Copernicus. His theory of the rotation of the earth around the sun was taught in Rome without criticism prior to the publication of his book. It is true this book was placed on the index, but only until certain theories were

listed as such, when they had been improperly advanced as facts. Then the book was taken off the index. But it was not placed on the index, because of the revolution of the earth theory.

In the eighth century the Irishman, Bishop Virgilius, taught that the earth was round, and showed that the teaching was not contrary to Scripture. Cardinal Nicholas of Cusa taught the earth was a star, with independent movement, that it had celestial counterparts, and was in the center of the universe. Toscanelli, his friend, influenced Columbus. St. Antoninus, Archbishop of Florence, taught the theory of comets, and Pope Gregory XIII who influenced the modern change in the calendar had a papal observatory erected.

We could go for the extent of many books to show that the Church has always been the friend of science, and in many instances the pioneer in science. When any Catholic hears the repetition of the ancient lie, he can respond with indignation, and point with justifiable pride to the history of his Church which teaches truth, in whatever form it appears.

stays in the same grade? He can scarcely feel that he is a part of the group if his classmates move on and leave him behind in a new, strange situation in which he may become the bully, compensating for his wounded dignity, or the outcast, accepted by neither the new class nor his former associates.

Because it plays the dual role of helping the child understand the teachers and the school, and the teachers' development of insight and skill in understanding and helping the child, an effective elementary school guidance program, while not a panacea for the failure problem, will do much to clear up pupil and teacher misunderstandings.

Very few elementary schools have a guidance counselor or even an effective guidance plan as a specialized part of the program. More often guidance becomes the job of the already overburdened classroom teacher. But if a full-time counselor is not possible because of budget limitations, some means should be found whereby the teacher, who devotes a certain portion of each day to guidance, apart from her actual classroom teaching, would have a lighter teaching load to enable her to carry on her guidance work effectively. In some schools, the use of the "Floating Teacher" has provided the means of giving classroom teachers the opportunity to counsel students.

The following questions are proposed as an aid in checking the elementary school guidance activities.

1. Does the guidance program meet the needs of boys and girls by providing desirable social experiences?
2. Is the guidance program designed to the help in emotional adjustment that is basic to an integrated personality?
3. Is the guidance program basic to educational adjustment in laying the groundwork for desirable habits of study and the diagnosis of aptitudes and abilities.
4. Does the guidance program recognize the therapeutic values of leisure time and physical health activities?
5. Does the guidance program attempt to broaden the vocational background of the child?
6. Does the guidance program build the framework for desirable ethical and moral values?
7. Does the guidance program include a guidance clinic which meets regularly with the parents, teachers, principal, psychologist, school nurse, and other necessary specialists to determine a course of action in problem cases?
8. Does the guidance program follow the progress of the child beyond the realm of the elementary school into the high school?

This list is by no means all inclusive. Undoubtedly it can be expanded to conform to your local situation, but keep in mind that when the question of promotion or retention arises at the end of the year, the administrator and the teacher should question each case individually. Where are you weak? Are you lacking an effective guidance program? If you are, who really fails?

The Problem of Promotion

Who Really Fails?

J. H. O'Neill*

Before the school year draws to a close classroom teachers again will begin to give serious consideration to the age-old problem of which pupils to promote and which to fail. These cases are in no way unique, because this is a nationwide problem. Although alleviated somewhat in school systems where "everyone passes," nevertheless, it is still widespread enough to cause some puzzling problems.

The average teacher finds a wide range of abilities in her room. Since American education is tending to "educate all the children of all of the people," and because compulsory school attendance throws the high grade moron into the same classes with the near genius, the average classroom becomes a slow learner, normal, bright mixture. This appears to be true in most parochial and public schools. However, it should be with a great deal of deliberation that the child who does not measure up to the others in scholastic attainment is retained for another year in the same grade in the hope that he will become as proficient as the rest.

There is just one reason a teacher can have for retarding a child's grade progression. If failing will enable him to accomplish an understanding of skills and knowledge deemed necessary for a particular grade and if his social and emotional adjustment will not

be retarded in the process, failing is fair and desirable.

Most school administrators and classroom teachers are aware of studies made in the problems of grade retardation. Some success had been achieved by children who have been retarded. But the problem facing the administrator and teacher is whether or not failing a grade will help a particular child. Will it be of benefit to him to repeat a grade? To be sure, each case must be studied individually, because there is no rule of thumb method which would apply to all. In all fairness to the child, the teacher should have full command of the circumstances surrounding each case in order to make recommendations for retardation.

But each year, many children are retained who do not benefit by failing. Only about one fourth of the repeaters do better work the second year. Examine the records of your own school for proof of this fact. They will not vary too much from this figure. It is scarcely desirable to follow a mandatory policy of failure for nonachievement in which little good results to a few and much harm to many.

Elementary school children, as a rule, come to school eager to learn and be a part of the group. It is assumed also that certain pupils will never be able to master certain academic requirements. What good does it do to retain a child when he will not be able to master the work no matter how long he

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Identifying Juvenile Delinquents in School

As we look out at the world social order and we notice the confusion and the problems which are existing in it, particularly with reference to teen agers, and we hear played so strongly the responsibility of education for the kind of social order, we wonder and wonder and wonder.

It would be a great service if the schools could locate the persons who are likely to be maladjusted in the future and then by means of psychiatric or other services of the social community to help correct the situation. At any rate, the problem is fairly well presented, according to newspaper reports, in a study by Professor Sheldon Glueck and his wife on "Unraveling Juvenile Delinquency." The study itself will indicate more exactly the identification of the possible social delinquents. It is noted that some of the things, particularly in underprivileged areas like housing, rent, bad home furnishings, size of family, etc., are not as determining as we have thought them. In other words, the social environment does not automatically create the delinquent. There is a reaction of his personality and character to the enviroing conditions that is more significant.

As an indication of the help that this study might be for schools, they point out

the three things that are probably most significant in connection with juvenile delinquents and which when combined or in a strong degree are indications of the future, for example: The first problem related to the kind of parents the boy had. If he had a father whose discipline was lax, overstrict, or erratic, or the mother left the boy to his own devices, or the home was only a place to hang his hat, or one or both parents rejected the boy emotionally, then if these factors were presented in a strong degree the possibilities were 98 in 100 that the boy would be delinquent.

There were also five points on the character traits of the individual which were significant as an indication of future delinquency. They were: (1) social assertion, (2) defiance, (3) suspicion, (4) destructiveness, (5) impulsiveness. If the boy showed these qualities in a marked degree, then the chances were that in 85 out of 100 cases he would be delinquent. The third element entering into future delinquency was the personality traits of the boy. If he were adventurous, extroverted in action, suggestible, stubborn, and emotionally unstable in a marked degree then the chances were 93 in 100 that he would become delinquent.

Here are some indications for the teachers to watch in their problem boys to see what is the likelihood of these problem children becoming delinquent. It should be noted that if the environment factors are bad they can be readily changed, particularly if the character traits and personality traits are not too marked in the direction of delinquency, but if the personality traits and the character traits are marked, then a reconstruction of the individual—an extremely difficult educational job—is essential. One should read with caution the statements that in this study the following factors are not significant: "Ill health, conflict of cultures, large families, serious physical ailments in the families of father and mother, age of parents when married, difference in age of parents, and drunkenness, mental retardation, or extreme poverty in the father's family." These may not be determining factors, but they are in many individual cases very significant factors, and in conjunction with character traits and personality traits such as have been listed above they certainly are a factor in parental delinquency. — E. A. F.

Russianism

An important point in the present discussion of our international affairs is made in a recent number of *Public Service* published by the Institute of Public Service (New York). It points out that we should stress Russianism rather than Communism. Russianism is at the present time merely "camouflaged military aggression." It keeps the label communism. It directs all energies against the "idea," yet its actual program

is one of national imperialism, of enslaving nations, of regimentation, of exploitation, of destroying free nations by infiltration, by subversion, by aggression, by satellites.

Russianism has in fact no consistent ideological basis. It wastes no time in the ideological order, except to stifle resistance by fear, to make of the weak, the naïve, and the inferior its agent to hold out to the superior (Harvard graduates for example) its vague sentimentality or humanitarianism, or for those in government, the prospects of greater recognition and promotion. The labels on these forces are intended to deceive. They are the "big lie." They are the upside-down talk of Malik in the Security Council.

Russianism as a practical social force is more powerful, more violent, and more chameleon than atheistic communism. It is atheistic communism, military aggression, and national imperialism led by revolutionary ego-maniacs all rolled in one. Let us not permit a vague label to hide what is so definite and so clear. Let us understand the devil we fight. — E. A. F.

Parish Schools and Finance No. 4

The primary purpose of the Home and School Association is not to raise money for support of the school. That certainly is not, as it is in some parishes, the exclusive purpose of the Association.

The purpose of the Home and School Association is to express the parent's interest in the education of their children and all children. It is unfortunate that many Catholic parents seem to think that when they send their children to a Catholic school or college, their responsibility is at an end. The Catholic school is the means used by the parents to meet their responsibilities for the practical, cultural, and spiritual education of their children. They must be interested therefore in every phase of the education of their children and all Catholic or other children. This, of course, includes the finances.

Intelligent action in connection with the financing of the school can be taken only in the light of information. It therefore becomes the responsibility of the parish priest to report periodically the finances both as to income and expenditure of the parish schools. In these days of rising costs and more extended programs, and lay teachers, this becomes more imperative than ever. This has, in the past, been almost exclusively, the concern of the parish priest. He did not share his problems with the parents in order to promote understanding and secure co-operation.

In other words, the public statement of the financial problem of the schools may lead to a co-operative solution of them. In some schools where this has been tried, the parents feel a real partnership in the enterprise and burdens are lightened. Why not try it more generally. — E. A. F.

Catholics, Good Citizens, and Public Schools

Bishop John King Mussio of Steubenville, Ohio, did a service to Catholics everywhere as American citizens and promoters of community good will. The Bishop in a pastoral to his clergy and people called attention to a special levy for the public schools which was to be presented to the people by referendum. He said that Catholics are always interested "in supporting any move that is made to insure a more efficient and better service in our public schools." More specifically he urged support of the measure saying: "I sincerely believe that the special school levy is worthy of support of our Catholic people."

He states an ideal that must also animate the Catholic Schools—applying the reference to salaries to lay teachers: "We believe in proper salaries for our teachers; we believe in adequate equipment in our classrooms and laboratories; we believe in providing the best in books, charts, and other auxiliary aids to learning. For us to fail in providing this necessary support to the public schools is for us to fail our community."

If more Catholics would talk the way Bishop Mussio does, social co-operation would be secured more spontaneously. And yet this commonplace of Catholic citizenship is not understood by many of our fellow citizens.

"I have repeatedly said," Bishop Mussio continued, "that our Catholic people are good citizens, ready always to support every reasonable appeal made to them for the support of any institution, agency, or organization that means a better community today and a more secure life tomorrow."

Bishop Mussio is obviously a good "public relations" representative of Catholics. When he appeared on the program of the Association of American Colleges he did a bang-up job, stating unequivocally the position of Catholic Colleges winning good will from representatives of all creeds, confirming the good will of the Association. May his tribe increase. — E. A. F.

Lay Teachers Can Help

We need more teachers for Catholic elementary and high schools. The need is urgent. The writer can name one parochial school where some of the Sisters are teaching about 50 pupils in one room while the public schools in the same community limit the size of a class to about 28 pupils.

The remedy usually suggested for the crying need for more teachers is more vocations to the teaching sisterhoods and brotherhoods. By all means, let us campaign for and pray for more vocations.

However, we have been told to pray as if everything depended upon God (as it does) but to work (and plan) as if every-

thing depended upon ourselves. Certainly we are neglecting the second part of this advice when we sit and wait for more religious teachers while many of those in active service are shortening their lives by overwork and some Catholic children, even with the reluctant consent of bishop or pastor, are attending the more adequately staffed public schools.

We suggest that when a given school cannot obtain a sufficient number of religious, the logical solution is to employ a few well-selected, highly qualified lay teachers. Note the adjectives and adverbs we are using. Very likely you know of cases where lay teachers have failed. Isn't it more than likely that they have failed because they were not carefully selected from highly qualified applicants?

The realistic remedy of employing a minority of lay teachers in Catholic schools is becoming more common. Last year in the parochial schools of the Archdiocese of New Orleans, there were 1555 religious and 335 lay teachers. In another part of the country, a prominent order of teaching Sisters requested the bishops in whose territory its members were working that in each school having at least eight teachers, the pastor release one Sister and hire a lay teacher in her place. This experiment in its second year has been successful.

The lay teacher, of course, according to social justice, must receive a reasonable compensation, much more than what is being given to religious. One of the diocesan superintendents concerned with the arrangement we have described urges a salary not less than the prevailing scale in the public schools. It would not be too great a burden for many parishes, urban or rural, to employ one lay teacher for each seven religious. It would bring a twofold benefit—the relief of overcrowded classroom conditions and the possibility of our religious communities' accepting more schools. — E. W. R.

TEACH THE TRUTH

America is built upon certain inflexible, "self-evident" truths which found their classic expression in our Constitution and Declaration of Independence. Why is it the right thing, the American thing to do to broadcast from radio stations near Russia our convictions about truth, its immutability, the principles on which our government is built, and yet wrong to teach these same principles here at home in our classrooms?

Fear of being considered dogmatic if colleges teach these democratic truths is based upon a misunderstanding. Tolerance is an attitude toward persons, not toward what we conceive to be wrong ideas. To say otherwise is to deny that one can have convictions, because to be convinced of anything is to be intolerant of any conflicting idea. If a man de-

clares that the world is flat, we can and should tolerate the man and even his expression of his belief, but it would be ridiculous to say that tolerance demands that we tolerate his idea.

And it would be equally ridiculous to say that it is un-American, authoritarian, totalitarian to hold and teach the inflexible truths on which our democracy depends. If that is un-American, then America itself is un-American. America is so intolerant that she forbids her subjects to profess allegiance to a foreign power.

The basic truths upon which democracy is built, and which "should be taught to Americans with all the power and ingenuity of the best-known educational methods" are "the existence of a personal God who will judge the good and evil in a man's life and reward him accordingly; that all men are obliged to worship and obey God as His creatures and servants; that man has a spiritual as well as a material nature, and that he is responsible for his actions in this life; and that all men without exception possess these God-given duties and these God-given rights."

These are the only basic principles which can keep a nation free. They are the only truths that can motivate men and women to sacrifice for their government. They are the only principles so worth living for that they are also worthy of dying for.

American educators must, however, avoid methods which belong in the same class as suppression or liquidation of minority groups, imprisonment for political opinions, spying or informing on private citizens, abrogation of the rights of free speech and free assembly — Very Rev. Paul C. Reinert, S.J., President, St. Louis University.

IN BEHALF OF RUSSIA

An organized apostolate in behalf of the Christians of Russia, called the Pro Russia Movement, has its headquarters at the University of Ottawa, One Steward St., Ottawa, Canada.

The purpose of the movement is to assure for the Christian Russians the understanding of their Christian brothers of other nations and the spiritual and intellectual help that they need after their great trials.

The means to be used are prayer and sacrifice. The prayer campaign is centered particularly in the Holy Mass and in the recitation of the rosary as requested by Our Lady at Fátima.

The organization also will promote a knowledge of the real Christian Russia — its language and its history; and kind treatment of all refugees from Communistic tyranny.

Practical Aids for the Teacher

The Revolt of J. Blue

Sister M. Jean Paul, O.S.F.*

"Core book" is the term we apply to a book which is used as a pivot for a unit of study. It is a book which, in a forceful manner, incorporates a number of key ideas or which brings sharply into focus the Christian interpretation of some one problem. The regular text is put aside and the core book is used as text, as a base for other related reading, as a springboard for a variety of classroom activities. This article is an explanation of how *Mr. Blue* by Myles Connolly is used as a core book for junior English.

"Others can be sensible, but not one who knows in his heart how few things really matter. Others can be sober and restrained, but not one who is mad with the loveliness of life, and almost blind with its beauty." Somehow these words of Mr. Blue say the very things that a teacher must often want to say to students so engrossed in the great pursuit of material happiness and satisfaction. All the world urges them to be sensible, and sober, and restrained. Common sense and practicality are passwords in today's world, but as Msgr. Fulton J. Sheen has said, "Common sense never scaled a mountain and common sense was never crucified."

Students are aroused by a genuine challenge, and *Mr. Blue* presents that challenge. In very concentrated form it gives the Christian answer to modern materialism and secularism. Rev. Martin I. Carrabine, S.J., former moderator of Chicago's *Cisca*, said of Blue, "He is a nut, but this world needs a whole group of nuts just like him." So we give Blue to our students at a psychological moment. During their junior year they study American literature. Somewhere near spring they make an intensive study of modern literature, which is, of course, a reflection of modern life. The class is, at first, fascinated by the wandering and confusion in the minds of moderns; then slowly they begin to realize that something of the same exists in themselves. They begin to analyze it. What causes unhappiness, dissatisfaction? Can a genuine Christian be so confused? Why the sense of insecurity even in the lives of their seemingly secure parents and friends? What is lacking? This questioning is done in class and in journals which they keep throughout the school year.

In different classes the answers will take a different turn, but that is good, for it indicates that the material is coming from within the students and not from without them. One year's class was a "farsighted" group. They were interested in looking at the various professions and positions into which Catholic students naturally plan to

enter. It was in this light that we discussed *Mr. Blue*. Another class had a different slant. They were more anxious about the present than the future. Professions and careers can wait a while; they wanted to know what they could do immediately as students. I think they were closer to fundamentals; they realized that if they accepted their vocation now as students, indirectly their futures will have been taken care of quite thoroughly.

The Procedure

Working with a class of about thirty students eight or nine copies of *Mr. Blue* are sufficient. The book can be read in one sitting by a rapid reader and in three nights at the most by almost every student. This means it takes about two weeks for the entire group to finish the book. It is best to read it in this fashion for it makes the impression much more vivid. There is little or no difficulty in interesting students in Blue. Whether or not they agree with him, they like him. While they are reading, they jot down all impressions and ideas in their journals.

Several other books can be recommended as outside reading while working with Blue. These books are related indirectly to the theme of the core book. Some of these books are in their own right core books. *Brother Petroc's Return*, for instance, is a sophomore core book. In this case, the book can be read by the students who for some reason had missed it when it was read by the group. Of course, such books bear re-reading, and often mean more after a second reading.

Maria Chapdelaine, by Hemon, mentioned on most high school reading lists, illustrates the joy of really living the simple family life, free of material pursuit for its own sake. *Now With the Morning Star* by Thomas Kernan presents the picture of a man happy in his work for God, in contrast to those who work for self or "the people." S.M.C.'s *Brother Petroc* emphasizes the God-centered life, not the man-centered or the self-centered. An artisan's rebellion against mob standards of creation is told of in Eric Gill's *Autobiography*, for those who can take it intelligently. The relation of Chesterton's *St. Francis of Assisi* is obvious. Since this program is not just for the intellectually gifted, it is well to mention here that many substitutions can be made for the afore-mentioned volumes. I do not pretend to have exhausted the possibilities. For instance, girls who find Chesterton a bit steep will easily read, enjoy, and appreciate the Francis Williams' or Egan's biographies. A story like Weber's *Beany Malone* or *Meet the Malones*, though by no means specifically Catholic, can be well

used with a junior whose reading is far below junior level.

It is well to have a chart up, arranged so that each morning each student can check her progress in the reading of *Mr. Blue*. In this way the instructor can occasionally ask a detail question (to be answered in a single sentence) in order to make certain that all students are doing the reading and doing it carefully. For example, she notes that all have read past page forty. The question can be, "What was the first that the author ever heard about Mr. Blue?" Or, "What was Mr. Blue's idea concerning the use of money?" Occasionally a few minutes can be given to any questions the students may have concerning any of their reading, but this must not be prolonged, since it will be taking away from the actual discussion.

Group Discussion

As the students are nearing the end of their reading, a chairman should be selected, or perhaps two, for the discussion of the book will take several days. With these chairmen the instructor plans the agenda. An effective way of planning the discussion is to divide the class into groups of five or six, with a chairman for each group. The individual groups spend a period threshing out the main questions related to the book. The chairman records all conclusions. Another day is given to these discussions, but the groups are changed, perhaps two or three times during this period. Using small slips of paper, put the number 1 on five of them; underneath one of the 1's put a star. On another five slips put the number 2 and a star on one of them. Do this until you have enough slips for the class. Then the number 1's form a group, the number 2's another, etc. The student with the starred number is chairman. Give the class a specific question to discuss. Collect the slips while they are discussing. After about ten minutes of discussion change groups by distributing slips again, making certain that no two in a group get the same number again.

Points for Discussion

It has been found that to begin the discussion proper by examining some of Blue's "crazy" ideas, such as the balloon idea or the squandering of a fortune, is the best way of beginning with energy. It is when the class is arguing the pro's and con's that the question of Blue's essentially Christian vocation can be introduced, the vocation of constant warfare against contemporary materialism.

The following are only a few of the discussable points in the book:

1. When Blue inherited the millions, he actually threw the money away. Why? Why didn't any of the other plutocrats follow suit? Which of the two had the more correct idea of the use of money? Why? This leads to a discussion on trust and Divine Providence.
2. What was the significance of Blue's roof-

*St. Francis Academy, Joliet, Ill.

top home? And the banner marked "Courage"? Was Blue an escapist or a realist? Which demands more courage of a man?

3. Discuss Blue's statement that in past time men adopted Love, Audacity, and Faith as their slogans. Today we cover our billboards with the words, Self-considerateness, Safety.

4. Remember Blue's saying, "Imagine anyone with anything good to tell, keeping it to himself?" How does this work in with the name of the message of Christ, the Gospel—gospel, the Anglo-Saxon term for good tidings? Should the life of every Christian be a gospel? Why? How?

5. Life is the way to heaven, and as St. Catherine of Siena said, "All the way to heaven is heaven." We are told that life was Mr. Blue's vocation. He created a sense of the adventurousness and beauty of existence wherever he went. Should this be characteristic of every Christian? Why? Is it? Why not? Are we ordinarily sad when we are walking up to the stage to receive first awards? Are we unhappy about receiving gifts? Do we hesitate to try when victory is assured if we but will it?

6. Blue said, "Your failure is measured by your aspirations. Aspire not and you cannot fail." Is it Christian to count the cost? To give only when we will receive? Why are we afraid to fail? Why do we hesitate to do things that demand daring . . . and trust? Does the world today make it any easier for us? Movies, radio, magazines, ordinary working conditions? Do they inspire us to be daring?

7. You believe, as did Blue, that nothing matters outside of saving one's soul. Which of the two, you or Blue, is acting more logically, more in accord with that belief? Why?

8. Do you agree with Blue that life gives you pretty much what you give it? Beauty to those who add to her beauty. Happiness to those who share with her. Love to those who love her . . . but these are rare for though all have capacity for being loved, few have a capacity for loving. What does he mean by giving beauty to life? By sharing happiness with her? By loving her? Is it true that we prefer being loved to loving . . . if love means sacrifice and service? How do you explain the obvious happiness and enjoyment and enjoyment and appreciation of beauty in the lives of those who are equally obvious in never giving but always receiving.

9. Mr. Blue's concept of suffering is genuinely Christian. He sounds like a twentieth-century St. Paul. But just as Paul was considered foolish and a stumbling block in his doctrine, so is Blue today. Do you agree with him that "through suffering only can one attain to wisdom? Through suffering only can one attain the greatest understanding?" Is this practical? What does it entail in a person?

10. Remember the card Blue gave his friend: "The cross is the gift God gives His friends?" What must one think of a person who does not want the gift? Who seeks to avoid or change it?

11. What if Blue was right when he said that "it is given to the motion picture to save the soul of civilization"? Do you agree?

12. We are told that Blue lived in the "Abstract world of no compromise." What does that mean? Is that world really an abstraction?

13. When Blue watched his friend eating heartily, he commended him on being a thorough glutton at least, since in all his other actions he was always compromising. The friend says, by way of defense, "Isn't the golden mean the secret of something or other?" Blue answers, "Yes, mediocrity!" Just what did he mean? What is the golden mean? If a Christian were really to follow the golden mean, the middle way as given by Christ, would he be radical and different?

14. (For those interested in art.) In the discussion on contemporary religious art, Blue condemned it as imitative, and gave the impression that we have nothing to offer today. Perhaps we haven't. Are there any efforts being made to produce a genuine modern Christian art? Do we have any obligations toward such efforts and enterprises?

15. The hardest part of living the Blue way which is really the Christ way, is in a statement made by the author when he says that great prophets are always, even in their success, alone like Blue. Is it worth it? Is Christianity worth living, even if one must apparently live it alone? Why aren't there more doing it?

16. It is easy to love great people and easy to love great enemies, but have you ever followed Blue's suggestion to try loving someone who is "mean, petty, shallow, selfish"? Why bother trying it?

17. What Are You Going to Do as a Result of Reading *Mr. Blue*?

Not all these questions will be used in one class, but some serve as the core of the discussion; others can be used as test questions or as subject matters for themes.

Assignments

Among the many possible assignments connected with this unit the following have been successful, both for the expression of ideas and as work material for the necessary grammatical skills that are part of an English course. They may be adapted to suit the need of the class and teacher.

1. Each girl chooses a subject related to

the central theme—poverty, wealth, success, failure, progress, renunciation, etc. Then a bit of research is done for a paper entitled (with variations) "The contemporary American attitude toward success (or failure, wealth, etc.)." Material is sought from advertisements, movies, radio, television, magazine fiction. All examples in the paper must be specific. Just a study of advertisements in this regard offers a picnic fare for a student.

Another possibility with this same material is to have each student interview several people on one of the topics. (Parents, friends, relatives, all are fair game.) The paper is then developed as "Opinions about —." In this it is necessary to give some background about the person expressing the idea.

2. Write a dialogue between two stock characters; (a) an epicurean and an ascetic, (b) a materialist and an idealist, (c) an industrialist and a Christian idealist.

The same material can be given orally in form of a personal debate. Excellent for checking fallacies in argument.

3. Have Mr. Blue interview (or be interviewed by) a person whose ideas are familiar to the student. Stalin, Napoleon, Henry Ford, John Lewis, Dale Carnegie, Rita Hayworth, Tommy Mansville's latest wife, etc. This idea can be used as a vehicle for a "different" book report on a biography.

No specific set of results can be guaranteed. Somewhere in the course of the discussions, material from one of the other books will give rise to a question. Perhaps from *Maria Chapdelaine* will arise the question of the family in this secular age. Is it a sign of parental love to give the children everything they want? To work and slave so that daughter dear can wear clothes from Vogue and go to Sarah Lawrence?

Again the question of the God-centered life in contradistinction to the man-centered or self-centered life will come up as a part of Blue's withdrawal from the world. Must we not better ourselves, promote ourselves, look out for our reputation and popularity. Must our daily life *really* be centered in God? Spent in prayer? Though briefly given, it is forcibly given that Blue's apostolic action found its strength in prayer and suffering.

Is it true that man is happy only when creating, when working, as Kernan gives us to understand in *Now With the Morning Star*? Isn't the pay check actually the prime reason for working?

Is it possible to stand in the face of contemporary department store religious art, in the midst of Sacred Heart Weather chapels and Good Shepherd saving banks, and say "No"? It wouldn't be profitable, would it? Would it? Look at the life of Eric Gill, Ada Bethune, Barry Byrne.

So every aspect of life is examined in the light of the core idea of Mr. Blue—rebellion against modern materialism. Is it possible to fly in the face of all that is sane and reasonable? Look at the Baroness de Hueck, at St. Francis, at St. Benedict Joseph Labre. Look at Our Lord Himself!

MEET THE PARENTS

If I were a classroom teacher today I would recognize that the home is still the most important educational influence in a child's life. This means the teacher must know not only the child but parents and his home. No educational program can be completely effective without co-operation from the home. — E. W. Jacobsen, Supt. of Schools, Santa Barbara, Calif.

A City-Wide Science Club

Bro. Lawrence J. Eveslage, S.M., M.S.*

In Cincinnati for the past five years there has existed a unique science club in the Catholic high schools of the city. Since it is different from any other science club that has come to my attention, a description of this association may be helpful. Perhaps it may suggest the forming of similar organizations in other cities.

This science club attempts to include in its membership all of the many science clubs existing in the Catholic high schools of the city. At present ten of the local schools are participating actively. The organization began at a science teachers' meeting through a chance remark of a diocesan priest, Father Richard Willhelm, and was brought to fruition through the energetic interest and organizational ability of Brother Bernard Jansen, teacher at Purcell High School. Father Willhelm expressed the wish that the various science clubs of our schools get together occasionally for the purpose of mutual emulation. After some discussion, it was agreed that an organizational meeting would be held at a centrally located Catholic club. Invitations were sent to all the local Catholic high schools. A scientist from the Institutum Divi Thomae agreed to serve as guest speaker for the occasion. More than a hundred students, representing a half dozen schools were present at the first meeting.

How the Meetings Are Planned

It was agreed that each one of the schools should sponsor one meeting per year at its school. The general pattern of the meeting was determined. One of the science clubs of the school should handle the meeting. There should be some central theme for each meeting with all activities relating to that subject. An outside speaker should be obtained; interesting student demonstrations should be arranged—all on this central theme. Quiz programs on the topic were to be drawn up.

In addition to the general topic, another speaker was to give the high lights of the latest developments in science. This was to be done in a popular manner to provoke interest and discussion.

Finally, all the meetings were to have a social phase. After the business of the meeting there was to be an informal get-together. A record player or juke box and some cokes were all that was needed to start an informal dance. Also each year a picnic was to be sponsored by the group.

At this first meeting a board of directors was appointed composed of representatives from each school, as well as three faculty members. This group had several meetings with the purpose of framing the constitution of the club. It was agreed that the officers would be students, who were to be elected by

the members of the club; however, the single faculty adviser to the club was also named to be custodian of the funds of the club. These elected officers were to run the meetings and to co-ordinate the activities of the various meetings so that there would be no duplication in the programs for the year.

At the next general meeting, the constitution was adopted and officers for the year elected. The club was on its way.

Development of the Program

The program of the club has not remained static. In the brief business meeting which comes first each time, suggestions are given for changes, additions to, or deletions from, the various programs according to the interest shown. For example, the quiz program phase was soon eliminated. The school demonstrations became more elaborate, and often movies and slides were used to illustrate talks.

As the organization became more and more popular, it was decided that membership cards would be required for admission to the meetings. These cards were available at each school to all recognized members of the school science clubs. If a student were not a member of a science club of his school but wanted to attend, he could obtain a guest card for admission to the single meeting. During the past school year, the average attendance at the monthly meetings was several hundred, and ten schools were participating.

In the choice of speakers, which is left to the school putting on the program, there has been a natural tendency to get Catholic high school and college graduates who are now in some technical or practical field of science. Thus a radio engineer has treated the field of television; a paint technician, the subject of the chemistry of color; a naturalist, the topic of bird blinds. One of the most interesting guest speeches of the past year was that of Father Lewis of the Institutum Divi Thomae on the need for Catholic scientists.

Despite the fact that many of the talks were very worth while, there has been a tendency on the part of some of the schools to dispense with a guest speaker and to use their own talent exclusively. Thus one school recently had a round-table discussion on conservation as its main offering.

A Science Fair

In the second year of organization, it was decided that a science fair should be a fitting climax to the activities of the school year. Such a fair has been held each year with increasing interest and participation. Exhibits are divided into group and individual entries, and competent judges are called in. Cash prizes and ribbons are given to the winners. The science fair is always held before the regular hobby fair of the Ohio Academy of Science, and our winners are encouraged to

enter their exhibits in this larger field of competition.

Question of Finance

The financing of any project is generally difficult; this has not proved to be the case here. Of course, not much money is needed, but there are some printing expenses as well as the costs of the science fair prizes. All money needed so far has been obtained by charging ten cents (instead of five) for soft drinks and for tidbits at the social get-together after the meeting. Further, a charge of five cents is made for membership cards which are required for admission to any meeting. These have proved to be very painless ways of gathering funds. Any expenses in connection with each meeting are covered by the individual school at which the gathering is held.

Choosing the Name

The name of the organization is unique. In the opening meeting when the question of name came up, one of the student representatives proposed a prize contest for that purpose. This was accepted. Of the two hundred entries, the name *Triple AC* was chosen as the most significant. As the winning entry explained, the Triple AC stands for these three complementary ideas: Aquinas Club, American Catholics, and Alert Cincinnatians, thus emphasizing the scientific, Catholic, and local nature of the club.

Varied Benefits

The benefits accruing from this type of organization may be gathered under three heads: scientific, social, religious. Scientifically the members gain a broader knowledge of science and its applications in many fields. One tendency of the regular science clubs, that of overspecialization, is counterbalanced through the varied programs of the meetings. Students also learn how to present the results of their work and research to large groups and consequently are helped in overcoming that common fault of many people of science—the inability to speak in public. At the same time, they are stimulated to greater efforts by the very situation—the appearance before a large group of boys and girls from several high schools. A further valuable result is the coming together of our Catholic boys and girls with mutual interests in science.

All the faculty members who have participated in this program have been enthusiastic about its results. We down in Cincinnati think that the time spent in sponsoring this organization proves to be of great benefit to the students now, and will also aid them in their future education as well as in their future lifework.

CRIES OF "AUTHOR"

A boy at an English Catholic public school, being asked who were the authors of the Four Gospels, said Matthew, Mark, Luke, and John. Being then asked, more deeply, who was the real author, he replied: "Mon-signor Knox."—*The Tablet*, London.

*Principal and head of the science department at Purcell High School, Cincinnati, Ohio.

Past Participle with Être

9

allé	devenu	né	mort
venu	revenu	entré	sorti
resté	parti	tombé	rentré
	arrivé	retourné	
Elles sont venues	Ils sont nés.		

Adverbs and Nouns of Quantity

10

beaucoup de livres, trop d'eau
 une tasse de thé, un verre d'eau
 Future after Quand, etc.
 Je finirai quand il arrivera.
 I shall finish when he arrives.
 Il ira aussitôt qu'il finira.

Visual Aids in French. Sister M. Raymond, O.M., Convent of Mercy, Manchester, N. H., compiled 10 of these charts covering the essentials of grammar. The charts, 12 by 18 in., she displays on the wall to obviate the necessity of paging through the grammar. Charts 1 and 2 are on page 90 of The Catholic School Journal, March, 1950; No. 3 is on page 259 of the Oct., 1950, issue; Nos. 4 and 5 are on page 292 of the Nov., 1950, issue; Nos. 6 and 8 are on page 328 of the Dec., 1950, issue; and No. 7 is on page 318, Nov., 1949.

Addition and Subtraction of Fractions

III. Adding Mixed Numbers

Amy J. DeMay, Ed.D.*

The next step in the consideration of fractions to be added are where both addends have both whole numbers and fractions, called mixed numbers. These involve all the combinations of unlike fractions, as well as like fractions, heretofore presented, and, of course, some cases where no common denominator has to be computed, or where one of the addends is or may be an integer with no fraction attached or a fraction not attached to an integer, with two or three, or even more addends. According to types, these have here been designated as sets.

Set I

$$\begin{array}{r} (1) \quad 2\frac{3}{4} \\ 4 \end{array} \quad \begin{array}{r} (2) \quad 5 \\ 6\frac{1}{2} \end{array} \quad \begin{array}{r} (3) \quad 8 \\ 3 \end{array} \quad \begin{array}{r} (4) \quad 3\frac{3}{8} \\ 5 \end{array} \quad \begin{array}{r} (5) \quad 4 \\ 3\frac{1}{6} \\ 7 \end{array}$$

Here the situation is easy enough, as only one addend has a fraction, but unless there is some instruction certain pupils will develop bad habits. However, as a rule, a little supervision of practice will take care of this type, with pupils in class stating that the one fraction has nothing to be added to it and therefore should be set down as part of the answer, and then the whole numbers are to be added. It should be pointed out to pupils that the fractional part of the example should always be solved *before* the integers are added.

Set II

A

$$\begin{array}{r} (1) \quad 1\frac{1}{7} \\ 7 \end{array} \quad \begin{array}{r} (2) \quad 5\frac{1}{8} \\ 8 \end{array} \quad \begin{array}{r} (3) \quad 2\frac{1}{8} \\ 8 \end{array} \quad \begin{array}{r} (4) \quad \frac{2}{7} \\ 7 \end{array} \quad \begin{array}{r} (5) \quad \frac{3}{10} \\ 10 \\ 4\frac{9}{10} \end{array}$$

*Clifton Springs, N. Y.

B				
(1) $2\frac{1}{3}$ $5\frac{1}{3}$	(2) $7\frac{1}{4}$ $3\frac{1}{4}$	(3) $6\frac{3}{8}$ $5\frac{3}{8}$	(4) $9\frac{3}{8}$ $4\frac{3}{8}$	(5) $7\frac{3}{4}$ $8\frac{3}{4}$
C				
(1) $1\frac{1}{5}$ $2\frac{3}{5}$ 3	(2) $6\frac{1}{8}$ 5 $2\frac{3}{8}$	(3) $4\frac{1}{2}$ 5 $6\frac{1}{2}$	(4) $5\frac{5}{7}$ 8 $3\frac{5}{7}$	(5) 3 $2\frac{3}{4}$ $6\frac{3}{4}$
D				
(1) $4\frac{1}{5}$ $3\frac{2}{5}$ $2\frac{1}{5}$	(2) $5\frac{1}{8}$ $2\frac{1}{8}$ $4\frac{1}{8}$	(3) $8\frac{1}{7}$ $2\frac{2}{7}$ $3\frac{2}{7}$	(4) $7\frac{3}{8}$ $5\frac{3}{8}$ 13	(5) $4\frac{3}{8}$ $2\frac{7}{8}$ $3\frac{4}{8}$
E				
(1) $7\frac{1}{5}$ $2\frac{2}{5}$ $3\frac{3}{5}$ $4\frac{4}{5}$	(2) $5\frac{3}{8}$ $8\frac{5}{8}$ $2\frac{7}{8}$ $1\frac{5}{8}$	(3) $8\frac{5}{6}$ $1\frac{1}{6}$ $3\frac{2}{6}$ $4\frac{3}{6}$	(4) $5\frac{1}{2}$ $6\frac{2}{3}$ $2\frac{3}{6}$ $2\frac{1}{3}$ 3	(5) $1\frac{1}{4}$ $3\frac{3}{4}$ $5\frac{1}{4}$ $1\frac{3}{4}$ $2\frac{1}{2}$ $2\frac{1}{8}$ $1\frac{1}{4}$

In this set, we have scheduled five sections, showing types of addition of mixed numbers where no common denominator has to be computed. In Sections A, B, and C only two fractions have to be considered, although in Section C there are three addends, as one addend is an integer. In Section D there are three fraction addends as well as three integers. In Section E, the first three examples

have four mixed number addends, with sums of 2 or more; and the other three examples have sums of 3 or more, with seven addends.

These generally have samples of, first where the fractions added have a sum of less than 1 with no reduction of the terms necessary; the second the same with reduction needed; the third the sum of the fraction addends comes to 1; the fourth has the sum more than an integer, but the fraction part of the answer requires no reduction; while the fifth is like the fourth with the fraction part having to be reduced. This is true of all the situations except, of course, in Section E where the first two situations are not given. Pupils should, of course, be instructed to take care of the fractions before the integers, and then add whatever integer results from the sum of the fractions to the integer column when that is added.

In many cases of this sort much of the work can and should be done mentally, but for slower pupils who cannot get along without having the work set down where they can see it, a way of doing this that is mathematically correct should be taught.

Thus, with $7\frac{1}{4}$ the $\frac{2}{4}$ should be set down

$$3\frac{1}{4}$$

at once as $\frac{1}{2}$. But where a pupil has to compute separately the reduction of the fraction to lower terms, he should not be allowed to set it down—as so often in the past pupils have been allowed to do—in this way:

$$\begin{array}{r} 7\frac{1}{4} \\ 3\frac{1}{4} \end{array}$$

$$10\frac{2}{4} = \frac{1}{2}$$

because such an answer says that $10\frac{2}{4}$ equals

$\frac{1}{2}$, which is mathematically not true. This should be set

$$\begin{array}{r} 7\frac{1}{4} \\ 3\frac{1}{4} \\ \hline 10\frac{1}{2} \end{array}$$

Or the pupil may be taught to do his computing at the right of the fractions, as in the following form:

$$\begin{array}{r} 7\frac{1}{4} + \frac{3}{4} = 8 \\ 3\frac{1}{4} \\ \hline 10\frac{1}{2} \end{array}$$

The sample forms are for checking up where pupils make errors in the answers. For most pupils, such simple changes as these by this time should be mental ones and only the result set down.

Set III

A

$$\begin{array}{llll} (1) 3\frac{1}{2} & (2) 3\frac{1}{6} & (3) 2\frac{3}{4} & (4) \frac{5}{6} \\ \hline & \hline & \hline & \hline \end{array}$$

B

$$\begin{array}{llll} (1) 1\frac{1}{2} & (2) 4\frac{1}{8} & (3) 6\frac{5}{8} & (4) 7\frac{3}{8} \\ \hline & \hline & \hline & \hline \end{array}$$

C

$$\begin{array}{llll} (1) 7\frac{5}{8} & (2) 8\frac{1}{10} & (3) 2\frac{3}{4} & (4) 4\frac{4}{5} \\ \hline & \hline & \hline & \hline \end{array}$$

D

$$\begin{array}{llll} (1) 6\frac{1}{4} & (2) 12\frac{1}{24} & (3) 20 & (4) 1 \\ \hline & \hline & \hline & \hline \end{array}$$

E

$$\begin{array}{lllll} (1) 6\frac{1}{2} & (2) 4\frac{1}{4} & (3) 5\frac{1}{3} & (4) 2\frac{5}{6} & (5) 4\frac{2}{3} \\ \hline & \hline & \hline & \hline & \hline \end{array}$$

F

$$\begin{array}{lllll} (1) 6\frac{1}{3} & (2) 9\frac{1}{2} & (3) 6\frac{2}{3} & (4) 1\frac{1}{4} & (5) 8\frac{5}{6} \\ \hline & \hline & \hline & \hline & \hline \end{array}$$

In Set III common denominator must be computed, that is, the common measure must be found. The procedure for this was discussed in the two previous articles of this series, where there are only fractions to be considered. Here the new element is the whole number attached to these fractions. In some of these the fractions that result after the change are not always such as can so easily be carried in mind after they have been changed. Where all the fraction addends are unit fractions, or where only one of the addends is a nonunit fraction, this is not difficult to hold in mind as the nonunit fraction can be changed first and each added on as it is made in figures of the fractional measure; but where two or more addends are nonunit fractions, it is safer to set the work of the example on paper. For this we

must have a form that will not result in a mathematical untruth.

To set down the process for the addition of $7\frac{2}{3} + 3\frac{5}{6}$ in the following way, as is so often done, is a mathematical monstrosity.

$$\begin{array}{r} 7\frac{2}{3} = \frac{4}{6} \\ 3\frac{5}{6} = \frac{5}{6} \\ \hline 10\frac{7}{6} = 1\frac{3}{6} = \frac{1}{2} \end{array}$$

This also gives a confused picture of what is being done, and it is no wonder children mix up all the steps in an example if they are allowed to set down their work on paper in this fashion.

A good way, with the least figures, would be the following:

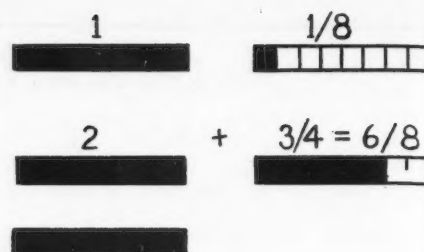
$$\begin{array}{r} 7\frac{2}{3} \quad \frac{4}{6} \\ 3\frac{5}{6} \quad \frac{5}{6} \\ \hline 11\frac{1}{2} \quad \frac{9}{6} = 1\frac{3}{6} = \frac{1}{2} \end{array}$$

We must always have pupils bear in mind that the equals sign means something. It is not set between numbers just to separate them. Because they recognize this fact some instructors require the equals sign to be used and the whole numbers repeated, as,

$$\begin{array}{r} 7\frac{2}{3} = 7\frac{4}{6} \\ 3\frac{5}{6} = 3\frac{5}{6} \\ \hline 10\frac{9}{6} = 11\frac{3}{6} = 11\frac{1}{2} \end{array}$$

This seems an unnecessary repetition of numbers and usually leads to the equals sign being used between the fractions without repeating the integers, and a condition such as illustrated above results.

Set III, as one will see by solving them, runs generally through the types, sum of fractions less than 1, with nothing to be carried to the whole number column, then an example of the same type where the fraction has to be reduced. Next where the fraction sum equals one without a fraction, then with a non-reducible fraction, and then with a reducible fraction. And then where there are more fraction addends so that the sum comes to 2 or more. Of course where there are but two fraction addends, their sum is always less than 2, and in order to give instruction in examples where the sum results in 2 or more, we have to have three or more fraction addends. All these types should be presented for learning in the order here given, with diagrams to illustrate in each case at first, and the form of putting the work down indicated. Whole boxes or oblongs in the diagrams must be used to illustrate the integers; and for this reason the integers used in those illustrated will have to be small, usually 1, 2, or 3, as for the others so much space is needed. It would not be convenient to illustrate 10, 16, or 20 integers; but these can and should be used in later examples after such illustration is no longer needed. We should not, of course, keep children drawing diagrams to illustrate relationships after they no longer need them. Such work is time consuming, and pupils do not want to be bothered where they can manipulate the number relationships without doing this. We shall therefore give but one type illustration for such work. The example will be $1\frac{1}{3} + 2\frac{2}{3}$.



The purpose of this illustration is to bring home the fact that when we add such mixed numbers, the integral units and the fractions of them must all be the same size; that is, the unit from which a part is taken is of the same size as each one unit of the whole numbers. While it is true we may add a big apple and a little apple to make two apples, ignoring all qualities except the attribute "apple," we would hardly think of adding half a big apple to three fourths of a little one and calling the result an apple and a fourth. Thus in adding mixed numbers we must imagine that all numbers refer to units of the same size; otherwise the tendency will be to manipulate figures without considering that these figures stand for definite quantities of the same kind. The pupils must realize that, while we operate with figures, and the same figures may tell quantities of potatoes or apples, etc., we are learning to work with them for the sole purpose of using them when they refer to some actual quantities with a known relation to each other, and we add (or subtract) them according to some quality in which they are definitely alike.

And we should bear in mind that when teaching these concepts, each and every one should, in the first place, be presented in a problem, so that, for example, when $3\frac{7}{12}$ is to be added to $4\frac{1}{3}$ the numbers are yards, bushels, or whatever may be a handy problem. But by this age, after the initial presentation, the pupils should be mature enough and have had experience enough to know that, while the figures and fractions are certain amount of unit objects, and the fractions part of a unit object of the same size, they compute only with the figures that tell the quantity; and for economy of time they practice with abstract numbers and ignore the concrete material things for which in life they must stand. Then after the computation in any type has been mastered these should be applied to problems made by the pupils and by the teacher and taken from textbooks.

When one type of operation has been learned, and then the second, there should be special examples in a group which contains all kinds from both types in mixed order so that the child must think and choose what to do. After the next section is presented all that has been taught before should be mixed with those examples, and so on until all are learned.

The response should become as automatic as the answer to $2 + 3$ should be at this age. While there should be no set lessons where pupils are assigned to learn tables of fraction

additions, experience should make the sums of many of them, as $\frac{1}{2} + \frac{1}{2} = 1$ as automatic a response as any of the integral additions have become. Thus $1\frac{1}{2} + \frac{1}{2} = 2$; $1\frac{1}{2} + 1\frac{1}{2} = 3$; $2\frac{1}{2} + 2\frac{1}{2} = 5$; $3\frac{1}{2} + 3\frac{1}{2} = 7$, etc., should be known as well as the doubles of $2 + 2$, $3 + 3$, $4 + 4$, etc. A valuable exercise after pupils have learned all the processes of addition is to have them make fraction tables, beginning with 1, for example, and adding $\frac{1}{2}$ to it up to 10, or even 15; and likewise, beginning with 1 to add $\frac{1}{3}$ up to 12, thus: $1 + \frac{1}{2} = 1\frac{1}{2}$;
 $1\frac{1}{2} + \frac{1}{2} = 2$.
 $1 + \frac{1}{3} = 1\frac{1}{3}$;
 $1\frac{1}{3} + \frac{1}{3} = 1\frac{2}{3}$.

And the same adding $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$. These will review many of the situations of the addition of mixed numbers, where no common denominator is involved, and will show relationships along a series as nothing else will do. It will also fix in mind certain sums which later they can use without the labor of computing to find sums.

For all such work the use of rulers with fraction markings is a great help in rationalizing the quantities.

After the tables suggested above have been made, a series where the common denominator must be computed may be made for seat work assignments.

$\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4} = 1$; $1 + \frac{1}{4} = 1\frac{1}{4}$.
 $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$, etc.

$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$; $\frac{7}{12} + \frac{1}{4} = \frac{10}{12} = \frac{5}{6}$;
 $\frac{5}{6} + \frac{1}{4} = \frac{10}{12} + \frac{3}{12} = \frac{13}{12} = 1\frac{1}{12}$, etc.

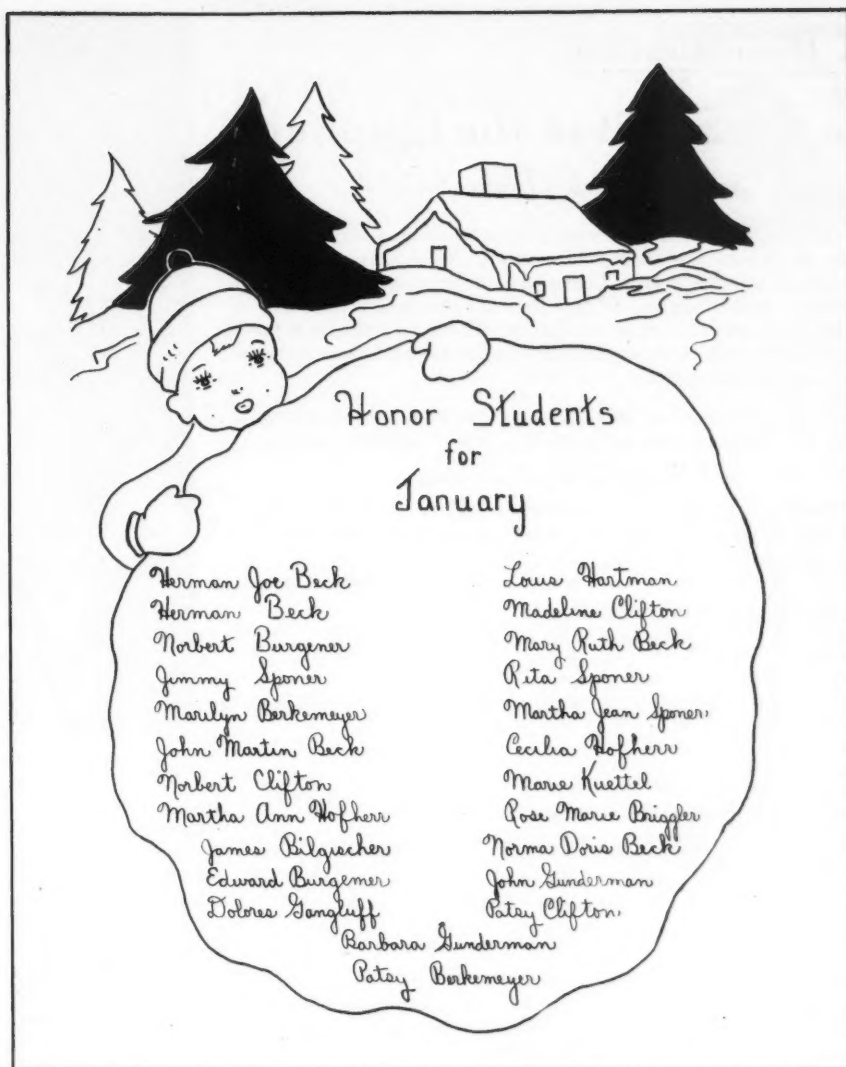
$\frac{1}{3} + \frac{1}{5} = \frac{8}{15}$, etc., adding $\frac{1}{5}$ to each sum.
 $\frac{1}{3} + \frac{2}{5} = \frac{11}{15}$, etc., adding $\frac{2}{5}$ to each sum.

Likewise each of these may be turned the other way around; for example, in the first, $\frac{1}{4}$ may stand at the left in the series and $\frac{1}{2}$ be added to each sum in turn.

The other tables made may then use $\frac{1}{4} + \frac{1}{5}$, as a series adding $\frac{1}{5}$, then $\frac{1}{4}$ as a series adding $\frac{1}{4}$, and so on for all the fifths; and then reverse each, with $\frac{1}{5}$ series adding $\frac{1}{4}$, $\frac{1}{4}$ adding $\frac{1}{5}$ and so on through the fifths, and then the same with $\frac{3}{4}$ added, or added to. Other tables of like nature may be made with the combinations of $\frac{1}{4}$ and each of the sixths, $\frac{1}{4}$ and each of the eighths; and their reverses, each of which will bring different results.

From such tables in which the pupils solve a series of additions, in which some have a common denominator already, when added some produce a fraction that must be reduced to lower terms or to a mixed number. Then the next addition may require finding a common denominator; but with the result before this he has the figures ready before him the computer can see what it is and go on with his work in the next addition. As there are many repetitions of the same thing to do, at various intervals, certain combinations will be remembered. Such table making is better than solving all teacher-set abstract examples, though many of these should be used also.

For review pupils may also form matching games, with five sums having the same answer, and an answer card to which to match them. Take for example, one card with



*Suggestion for a Decorative Honor Roll submitted by Sister Jeanne, O.S.B.,
St. Vincent School, Hattiesville, Ark.*

"Answer $\frac{1}{2}$ " and five cards may have $\frac{1}{3} + \frac{1}{6}$, $\frac{1}{4} + \frac{1}{4}$, $\frac{2}{3} - \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$, $\frac{11}{12} - \frac{5}{12}$, to be matched with the $\frac{1}{2}$ card. For the answer $\frac{1}{3}$, there may be $\frac{2}{3} - \frac{1}{3}$, reduce $\frac{4}{12}$, $\frac{1}{4} + \frac{1}{12}$, $\frac{1}{6} + \frac{1}{6}$, and $\frac{3}{8} - \frac{1}{24}$. The same may be done for answers $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{5}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$, and others if desired. This will bring in many abilities and processes used before. Pupils may be set to make such games. With the answers indicated that they are to find, they can add and subtract different sets of two fractions, and when solved place these one by one under the answer to be found until there are five. One each of these, without answer, can then be copied on a card and also an answer card made. The cards are then shuffled, dealt out to the players, and the game begins. Many different kinds of games may be made with rules for their conduct, with the simplest being merely to

match the sums or remainders that have the answer on an answer card.

Other games may be made with mixed numbers as sums; but until subtraction with mixed numbers, discussed in the next article, the mixed number answers will have to be confined to sums.

HE BOUGHT

In a drugstore a prominent St. Paul layman met Archbishop Murray, perched on a stool and drinking a lemonade.

"Your Excellency," said the layman, "let me pay for your lemonade. My grandchildren will be thrilled to know that I bought our Archbishop a lemonade."

"No," answered the Archbishop. "But, I'll pay for your soda. Then you can thrill your grandchildren."

And he picked up the checks.

A Dramatization

In the Spirit of the Epiphany

Sister M. Etheldreda, S.C.N.*

Usually the Christmas vacation ends in January within a day or two of the feast of Epiphany. Youngsters come back to school overfilled with Christmas holidays, dreading examinations, and needing a stimulus. Celebrating Epiphany or Little Christmas is almost a "must." There is little time for a long prepared program, so the dramatization below requires but a brief preparation.

[A girl dressed as an angel reads the antiphon of the Magnificat from the wings or reads it before the closed curtains.]

Antiphon of the Magnificat

When the Wise Men saw the star, they said one to another: This is the sign of the great King: Let us go and search for Him, and offer Him gifts, gold, frankincense and myrrh, alleluia.

[Curtain slowly opens on stage with three boys, representing the kings, coming from left to stage.]

THREE KINGS CHORUS: "We Three Kings of Orient Are." [Gaspar advances a few steps and sings]: First Verse: "Gold I bring to crown Him our King."

HIGH SCHOOL CHORUS [in audience]: "O Star of Bethlehem."

MELCHIOR [advances and sings second verse]: "Frankincense to offer have I."

HIGH SCHOOL CHORUS: "O Star of Bethlehem."

BALTHASAR [advances and sings third verse]: "Myrrh is mine."

HIGH SCHOOL CHORUS: "O Star of Bethlehem."

THREE KINGS REPEAT: "We three Kings of the Orient Are" and advance to crib at right side of stage over which star beams.

Tableau at Crib

[Kings recite Introit, Collect, Gradual.]

Introit: Malachias 3:1

Behold the Lord the Ruler is come: and the Kingdom is in His hand, and power, and dominion. Ps. Give to the King Thy judgment, O God: and to the King's son Thy justice. Glory be.

[High school audience recite Collect.]

Collect

O God, who on this day by the leading of a star didst manifest Thine only-begotten Son to the Gentiles; mercifully grant that we who know Thee now by faith, may be brought to the contemplation of the beauty of Thy majesty. Through the same Lord.

[High school audience recite first part of Gradual.]

Gradual: Isaiah 60:6, 1

All they from Saba shall come, bringing gold and frankincense and showing forth praise to the Lord. Arise and be enlightened, O Jerusalem: for the glory of the Lord is risen upon thee.

[Kings answer second part of Gradual.]

Alleluia, alleluia. We have seen His star in the East, and are come with gifts to adore the Lord. Alleluia.

[Angel or one of the Kings reads Gospel story.]

Gospel: Matthew 11:1-12

Continuation of the holy Gospel according to St. Matthew. When Jesus was born in Bethlehem of Juda in the days of King Herod, behold there came wise men from the East to Jerusalem, saying: Where is He that is born King of the Jews? For we have seen His star in the East, and are come to adore Him. And King Herod hearing this was troubled, and all Jerusalem with him. And assembling together



An Epiphany scene enacted by seniors of St. John Central Catholic High School at Bellaire, Ohio.

all the chief priests and scribes of the people, he inquired of them where Christ should be born. But they said to him: In Bethlehem of Juda. For so it is written by the Prophet: And thou Bethlehem, the land of Juda, art not the least among the princes of Juda; for out of thee shall come forth the Captain that shall rule My people Israel. Then Herod, privately calling the wise men, learned diligently of them the time of the star which appeared to them: and sending them into Bethlehem, said: Go and diligently inquire after the Child, and when you find Him, bring me word again, that I also may come and adore Him. Who having heard the king went their way. And behold the star, which they had seen in the East, went before them until it came and stood over where the Child was. And seeing the star they rejoiced with exceeding great joy. And entering into the house, they found the Child with Mary, His mother [here genuflect] and falling down they adored Him. And opening their treasures, they offered Him gifts, gold, frankincense, and myrrh. And having received an answer in sleep that they should not return to Herod, they went back another way into their country.

[Kings offer gifts—recite Offertory.]

Offertory: Psalm 71:10-11

The kings of Tharsis and the islands shall offer presents: the kings of the Arabians and of Saba shall bring gifts: and all kings of the earth shall adore Him: all nations shall serve Him.

[Kings and audience recite Secret.]

Secret

Graciously look down, we beseech Thee, O Lord, upon the gifts of Thy Church: by which gold, frankincense, and myrrh are no longer laid before Thee: but He is sacrificed and received who by those very gifts was signified, Jesus Christ Thy Son our Lord. Who with Thee.

[Kings recite Communion.]

Communion: Matthew 11:2

We have seen His star in the East, and are come with gifts to adore the Lord.

[All hymns are found in standard collections.]

*St. John Central High School, Bellaire, Ohio.



MINUTE MEDITATIONS

*Sister M. Amatora, O.S.F., Ph.D.**

WITH THE INFANT JESUS



Jan. 1. Living With the Child Jesus

On New Year's Day, the Mass begins with: "A Child is born to us, and a Son is given to us." Then it sings also the praises of Mary, the Mother of God.

If you make just one resolution for the New Year, let it be this: "To live every day with the Child Jesus and His Mother."

Think of Jesus and Mary as you go to Church today.

Jan. 2. The Holy Name

The Feast of the Holy Name of Jesus began with the Franciscans in the sixteenth century. Later it was given to the entire Church.

Say often with your lips or in your heart the holy name of Jesus. If you hear others use this holy name without respect, pray for them.

Always make a little bow at the name of Jesus.

Jan. 3. Love of Jesus

Today is the octave day of the feast of St. John, the beloved Apostle. He was always close to Jesus and Mary.

Think of St. John as you visit the crib today, and ask him to help you love the Infant very much.

Pray your rosary today that all men may love one another.

Jan. 4. Love Him Very Much

On the octave day of the feast of the Holy Innocents we are reminded again of the special love of Jesus for little children.

Do you often think how much Jesus loves you? Do you try to love Him very much in return?

In your prayers today, pray for pagan children who do not know about Jesus.

Jan. 5. Visit Jesus

On the vigil of tomorrow's great feast, we are reminded of the kings who came from a great distance to adore Jesus.

You do not have to travel so far to see Jesus. You can go to the church any time you wish.

Pay a visit each day to Jesus in the crib.

Jan. 6. Little Christmas

Today three kings from faraway pagan lands came to Bethlehem, looking for the newborn King, to adore Him.

This is our "little Christmas," for these kings represented the Gentile nations.

Thank Jesus for calling you to the true faith.

Jan. 7. Gifts for Jesus

The kings brought Jesus gifts of gold, frankincense, and myrrh. These were the best things from their countries.

What gifts are you going to offer Jesus today? You can give Him the gold of your love, the incense of your prayers, and the myrrh of little sacrifices.

Be brave, and offer Jesus these gifts.

Jan. 8. His Star

"We have seen His star in the East, and are come with gifts to adore the Lord. Alleluia."

The kings were led by a star to Bethlehem. You too have the star of your faith to guide you to Jesus.

Keep your star always before you, and pray for those who see it not.

Jan. 9. Adore and Serve Him

"The kings of the earth shall adore Him; all nations shall serve Him."

After all these years there are still kings who do not adore God, and nations that do not serve Him.

Offer your rosary today that these may adore and serve God soon.

Jan. 10. Never Tell a Lie

Herod told the Wise Men to find out where the Child was, so he, too, could adore Him.

This wicked king did not want to adore Jesus, but to kill Him. What a terrible lie!

Resolve today never to tell a lie, for every lie is a sin against the good God.

Jan. 11. The Holy Family

On the Sunday within the octave we celebrate the feast of the Holy Family.

How they must have sanctified all the works in their humble home! You, too, can have Jesus in your home.

Ask Jesus, Mary, and Joseph to help and to bless your family.

Jan. 12. A Happy Family

The Holy Family found joy and peace in their little home in Nazareth. Often they prayed together.

You can do much to bring peace and joy to your family also. Try to be kind to every one.

If you do not already have the family rosary in your home each night, try to start it today.

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Jan. 13. Accept My Offering

Today, the octave of Epiphany, the Christmas cycle comes to a close. The Church prays that "He may accept our offerings."

Before the crib is taken away, offer yourself once more to the Infant Jesus, and renew your good intention for this year.

Try to live each day with the Child Jesus.

Jan. 14. Defend the Church

St. Hilary defended by his writing and his preaching the divinity of Christ against the Arians.

Today the Church also needs great men to defend it against the many who attack the teachings of Christ.

Pray the joyful mysteries of the rosary today, for the conversion of heretics.

Jan. 15. Penance

St. Paul, the first hermit, became an orphan at the age of 15. He gave away his possessions and lived a life of prayer and penance in the desert until he died at the age of 112 years.

You may think that is a long time to do such hard penance, but heaven is worth it.

Examine your conscience today, and see if you still keep up one little penance each day.

Jan. 16. The Great Family

St. Marcellus, an early pope, gave his life for the Church, as did Christ.

The great family of the Church often has much to suffer. Yet, in the end, it will triumph.

Thank God today that you belong to the family of His Church. Try to be a worthy member of that family.

Jan. 17. Live With Jesus

St. Anthony went to live in the desert when he was only 18. But many heard of his holiness, and soon he was the father of a large spiritual family.

Until he died at the age of 105, St. Anthony showed his followers how to live with Christ.

Begin today, and live each day with the Child Jesus. Take Him always with you.

Jan. 18. For Jesus Only

The soldiers tried to force St. Prisca to adore idols, but she had great faith, and trusted in the strength of Jesus. Although only 13 years old, she suffered and died amid cruel torments.

Even children have great power through Jesus in times of trial.

Pray to this little girl saint to help you live for Jesus only.

Jan. 19. A Family of Saints

Today the Church honors a whole family of saints. St. Marius, his wife, St. Martha, and their two sons were arrested and martyred because they were kind to the Christians.

This family came to Rome to worship the true God, and God took them to heaven.

Do you try to help each member of your family get closer to heaven each day?

Jan. 20. God's Law First

St. Sebastian was a Roman officer, but he helped and encouraged his men who suffered persecution. For this he was pierced with arrows.

St. Sebastian is a patron saint for soldiers. But he remembered that God's law came first.

Do you always put God's law first, when tempted to sin?

Jan. 21. Death Rather Than Sin

Little St. Agnes also lived with Jesus, always and consecrated herself to Him forever. She went to death joyfully, because she knew she would be with Jesus.

Many children were brave, and chose to die rather than sin. Now they are saints in heaven.

Try to avoid the least sin today to please your Jesus.

Jan. 22. Jesus in Your Heart

Today we honor Saints Vincent and Anastasius; one was burned alive, the other beheaded.

If you live day by day in close union with Jesus dwelling in your heart, then you need not fear death. Do you think of Jesus often?

On your way to school today, speak to Jesus in your heart.

Jan. 23. Prepare for Heaven

Although he lived to be 99 years old, St. Raymond prepared himself for death every day.

Are you ready to meet Jesus in heaven, if He called you today? If you live with Him each day, you are always ready for heaven.

Teach one of your playmates the secret of living always with Jesus.

Jan. 24. Good Companions

St. Timothy was a companion to St. Paul in his many travels. Later he was bishop of Ephesus.

Good companions are a treasure. See to it that you always choose for your playmates children who are good.

Always give a good example to your companions both in school and at play.

Jan. 25. A Soul for Christ

Before his conversion St. Paul persecuted the followers of Christ. Later he won many souls to the true faith.

On this feast of the Conversion of St. Paul, you should also try to bring someone to Jesus. It may be a friend, a relative, or a playmate.

Pray today for one more convert to the Catholic Church.

Jan. 26. Jesus, Our Helper

The holy bishop, St. Polycarp, preached and wrote that Jesus is really the Son of God.

You know that Jesus is the Son of God, and that He can help you in every need. But, do you always call upon Him?

Take the Child Jesus as your daily companion, in work and in play. Ask Him to help you in every need.

Jan. 27. Preaching Christ

St. John Chrysostom was one of the four great doctors of the Eastern Church. He was the greatest preacher of his time.

Today the enemies of Christ preach hatred on all sides. You can pray hard for those who are preaching the love of Christ.

Let your daily life be an example of the love of Christ.

Jan. 28. Agnes in Heaven

January 28 is the birthday of St. Agnes. It is called the second feast of St. Agnes. On that day she appeared to her parents who were praying at her grave.

St. Agnes appeared surrounded by light and holding a snow-white lamb.

Visit the Church today, and pray to this child saint to keep your soul pure and white.

Jan. 29. Study for Jesus

St. Francis of Sales is the patron of the Catholic press. This is a means of making Christ known.

You should form the habit of reading a good Catholic paper every week.

Study your lessons for Jesus' sake, that when you grow up, you can lead others to Him.

Jan. 30. Obey Your Parents

In the midst of her sufferings, St. Martina said, "I love my Lord Jesus Christ who strengthens me."

Learn to walk with Jesus in all your daily actions. Then when something hard comes your way, Jesus will strengthen you.

Try especially to obey your parents for Jesus' sake.

Jan. 31. The Patron Saint of Playgrounds

In the schools that St. John Bosco established for his poor children, he always saw to it that the children had good recreation.

Your play, too, can be an act of love to Jesus. One of St. John's boys was beatified on Feb. 5, 1950, though he was only 15 when he died.

Ask Jesus to make you a saint, too.

Father's Feast

*Sister M. Carmelita, O.S.M.**

(A Dialogue Between Father Ortmann's Guardian Angel and Mr. Spendall's Guardian Angel)

ORTMANN: Good morning, Mr. Spendall's Guardian Angel.

SPENDALL: How do you do, Father Ortmann's Guardian Angel? Why are you grinning all over?

ORTMANN: My eyes have been feasting on that gorgeous throne they are building in heaven.

SPENDALL: That's the best one they've built in years. Whose is it, anyway?

ORTMANN: Well, being an angel, I don't like to brag. But that throne is for Father Ortmann.

SPENDALL: Whew! Won't he look nice up there! But say, is he going to die soon?

ORTMANN: Not that I know of. God can't spare him from the earth for a long time. But the heavenly carpenters are just getting an early start. After they get all the carving and upholstering done, they have to decorate the whole thing with millions of diamonds.

SPENDALL: How come Father Ortmann gets such a pretty throne?

ORTMANN: You just ask the children or the Sisters at St. Juliana's, and they'll tell you why.

SPENDALL: They haven't even started Mr. Spendall's throne. I wonder if he'll ever make

heaven. All he does is spend his money for foolish things.

ORTMANN: Well, all Father Ortmann does is spend himself and all his time to make things better for others.

SPENDALL: Do you think they appreciate all he does for them?

ORTMANN: Sometimes they don't act as if they did, when they swing on the flagpole rope and jay walk across the street.

SPENDALL: Why, you'd think they'd be ashamed of themselves!

ORTMANN: They really are sorry. They told me so. And they also told me that they love Father Ortmann very much.

SPENDALL: How did they prove it?

ORTMANN: They've made him a lovely Spiritual Bouquet by offering many prayers for him.

SPENDALL: That will really make him happy. You know, I would give my two wings to meet Father Ortmann.

ORTMANN: You are going to meet him this very minute, because the children have given me their Spiritual Bouquet to present to him. And as long as you don't have any fun taking care of Mr. Spendall, you can help me give Father Ortmann his presents.

SPENDALL: With pleasure!

ORTMANN: Father Ortmann, please accept this Spiritual Bouquet with many blessings from heaven and hundreds of best wishes from earth.

*St. Juliana's School, Detroit 5, Mich.

Aids for the Primary Teacher

Social Studies for Grade One

Sister M. Rosaline, C.S.A.*

IV. WHAT WE EAT

Many children have a well-pampered appetite for choice bits of food. Their selections at the school cafeteria often suggest remedial work on this score. If, by a tactful method, the teacher can beat them at their game they may be led to a more sensible choice.

Objectives

1. To lead the children to make a wise choice of foods and let them feel reasonably independent in the making.
2. To instill an appreciation of the plenty we Americans have in comparison to other peoples.
3. To lead the children to a generous response to a call for relief help.
4. To teach what local supplies of food are available.
5. To ward off all waste of food so often resultant upon daily cold lunches.

The Approach

The teacher should make use of the play appeal. Playing "House" is so popular at this age. To introduce this study the teacher should prepare the "table" for a dollhouse. She might do it in this wise: Take a box about two feet square. Into the lid cut slits three inches wide. Fill the box with sand. Replace lid and cover over with one or two colored paper napkins to represent a tablecloth. Make slits into the tablecloth to correspond with those in the lid. Also prepare many different pictures of foods by cutting them from magazines and pasting them on cardboard. Leave a cardboard base on each to fit into the slits on the box lid. Food cutouts should include eggs, cereals, fruit, pastries, candy, ice cream, pies, other desserts, meat, cake, cocoa, chocolate milk, fruit juices, coffee, glass of milk, water, and others. On the opening day for this unit of study the teacher should set the table with food for the doll child by inserting the pictures into the slits. The children should be allowed to talk about the menu. The teacher might here elicit answers to the following questions: Do you think dolly will be a healthy child if she eats a breakfast like this every morning? Is there any food here that is better for her? Who would like to get the dinner ready for dolly? Assignment of this job might be made here. The children should take turns at selecting a good menu for the doll. If three meals are served a day, this activity can be carried on through most of the unit period.

A series of related activities might readily follow upon this approach.

Challenge One

I hope dolly won't act like Sally in this story. Children read for pleasure from *Good Times with Our Friends* "Eat It and See" and "Milk Is Good." These stories cleverly stress the value of milk and baby's reaction to food she didn't want.

Challenge Two

Could you pick out a good lunch for yourself? Read from *Good Times with Our Friends* "Lunch at School." Now set the table for yourself. Use materials as before. Study the pictures page 101 of *Good Times with Our Friends*.

Challenge Three

Wouldn't it be fun to see where we get our food? Where shall we go?

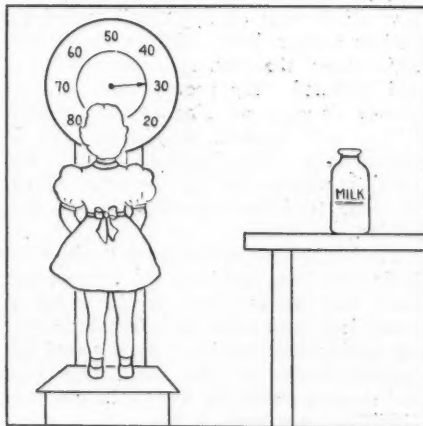
1. Suggest stories "Breakfast at the Barn" and "A Good Breakfast," *Good Times with Our Friends*; also "Something for Dinner."

2. Let the children tell their experiences at a farm; at milking time; gathering eggs; garden fun; at the creek; the chickens; baby animals.

3. Additional readings: *Fun With Dick and Jane*, "Dick and the Hen," "A Family in the Barn," "A Big, Big Dog," "The Farm" in *These Are Our Friends*.

4. Song: Farm Voices by Mildred Adair.

5. Pictures for study: Butter Making—Food No. 88-89; Milk Delivery—Food No. 84-86; Milk House—Food No. 81-82; Cattle on Farm—Food No. 77-79-80; Poultry—Food No. 90-91-95-99-100.



Challenge Four

Why can the farmer have enough food to give breakfast, dinner, and supper to all the animals and the people every day? Here call attention to the fact that the farmer plants seeds and raises crops.

1. What makes these grow? Good soil, level and rich; plenty rain; nice sunshine. Teach the songs: "Seeds" by E. Garrett, Welsh folk tune, "The Garden" by E. Crowninshield, Ukrainian folk tune. Children read: "The Rain" from *A Day in School* and "The Sun," "Where Is the Rain" in *This Is Our Family*.

2. Here a sand-table project would help to show the difference in land. Let one section of the sand table show hilly and rocky land; another section level land. Sawdust dyed green with egg dye very effectively shows plants growing if strewn over the level land. The nearness of a stream perhaps at the edge of the hilly part and flowing into the level portion will suggest a source of water. There should be no dirt of toy machinery, tractors, plows, etc., if the children have an active part in setting up the sand table. The machinery might be placed into the level land and the suggestion made that it cannot easily be used on hilly land. To add color to this project, let the children cut out pictures of foods raised in their locality and make a border by fastening these pictures around the edge of the table with a bit of transparent tape.

3. The children will enjoy collecting food and can labels and point out whether these foods are prepared in their home state. This will familiarize the child with the name of his state.

4. Terms especially stressed should be level land, hilly land, machines, tractor, plow, river, lake, name of their state.

5. Readings: "Guess What," pp. 46-47, *Adventures in Science with Judy and Joe*; "Hay," p. 28—"Wheat," p. 29, *Adventures in Science with Judy and Joe*.

Challenge Five

God is surely good to give us all the things needed for plenty of food to grow. What shall we do in return?

1. Say Grace before and after meals. Teach the prayers. Make application by letting the children who master these prayers first have their turns at selecting the menu first.

2. Share what we have with others. The Red Cross drive and the Bishop's Relief Fund lend themselves for application here. Talk about the work of the Red Cross and the relief given to the needy by the people of America. The teacher should read "A Surprise Party for Someone" from *These Are Our Friends*.

3. Never waste food.

Correlations

Health

1. Choosing a good, healthful lunch.
2. Learn the value of good food.

*St. Mary's School, Decatur, Ind.

Geography

1. A study of the farm and farm animals.
2. The value of good soil for crops.
3. Farm animals as food and help.
4. The source of our foods.
5. Land formations: hills, rocky soil, level land, streams.
6. Foods native to the home locality.
7. Learn to recognize the name of the home town and state.

Science

1. The necessary conditions for raising crops.
2. Interest in machinery as laborsaving devices.
3. Activities to show the necessity of rain and sunshine for crops—see *How Do We Know*.

Religion

1. Gratitude to God—teach the Grace before and after meals.
2. Train for unselfishness—share what we have with others.
3. Acknowledge God as the Giver of all gifts.

Art

1. Neatness in arranging table settings.
2. Sand-table project.
3. Cutting and pasting of food labels.
4. Make poster of your favorite fruit.
5. Much picture study—use *Visualized Curriculum Series, Living Together in the Modern World*.

Music

Teach the songs from *Sing a Song*: "Farm Voices" by M. Adair; "Seeds" by E. Garrett; "The Garden" by E. Crowninshield.

Language Arts**Reading**

1. *Good Times with Our Friends* has delightfully presented applications to the selection of a proper menu, the source of food supplies, the farm and farm animals, and on sharing what we have.
2. *Fun With Dick and Jane*—very select material on farm animals on first-grade level.
3. *A Day in School*—in connection with weather conditions needed for plants to grow.
4. *This Is Our Family* also on weather conditions.
5. *Adventures in Science with Judy and Joe*.

Vocabulary

Level land, hilly land, rocks, machines, soil, tractor, plow, river, lake, name of home state.

Games

1. Play "Guess What"—blindfold child—hand him a piece of fruit or vegetable to identify. If he succeeds, remove the blind. If he does not, the same child must take another turn.
2. Roll call—on succeeding days let each child answer the roll call by:
 - a) Giving the name of a favorite vegetable.
 - b) Giving the name of a favorite fruit.

- c) Giving the name of a green vegetable.
 - d) Giving the name of a round vegetable.
 - e) Giving the name of a yellow vegetable.
 - f) Giving one he or she ate the night before.
3. Play "house" as presented in the approach.

Language

Much oral expression in discussions; telling experiences on the farm.

Poems

Finger game rhymes "Five Little Rabbits." Good for action game. Taken from *The Rooster Crows* by Petersham.

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Pint-Size Apostles

Sister Marita, O.S.F.*

Attention! Teachers of God's "Wee Ones"! The need of the hour is an army of youthful apostles—strong, sacrificing, and fearless. To those of you who answer the Church's appeal with a discouraged shrug of your shoulders and this disheartened response: "What can we do? We are only primary teachers!" we say, "Know you what it is to be a child of six or seven? Know you not that in God's little ones can be found hearts most eager to do great things for the cause of Christ; that there, too, can be found, as Francis Thompson says, 'spirits yet streaming with the waters of Baptism' and that there you will find a spirit of sacrifice that is matchless in its greatness"? Do we not find here the essential qualities to be found in a modern Christopher: love of God, courage to suffer, and personal holiness?

To those of you who say, "How can we train six-year-olds in Catholic leadership? They are just too young to understand!" we relate this little story:

A good woman once approached a wise and saintly educator with this question: "When do I begin the training of my child?" With evident surprise, the educator asked, "And how old is your child?" "Six," replied the anxious mother. Then, with an air of utter hopelessness, the good man shook his head and answered, "My poor woman, you are already six years and nine months too late."

Yes, dear teachers, six-year-olds can be trained to be "Mystical-Body minded" and for those who may wish to use a method that has been tried, we here offer the following outline.

The basis of our instruction on the Mystical Body of Christ has been the all-important truth that we are here on this earth to know, love, and serve God. The little ones can readily understand how Jesus served His heavenly Father by going about doing good and showing others the way to heaven. And

it must be brought home to them that they, too, are responsible for getting some souls into heaven.

To me it is one of a teacher's greatest joys to see the look of indescribable happiness that lights the faces of these little boys and girls when they learn that ever since the day of their baptism their little bodies have been a home for God, and that God will stay right there always—unless they drive Him away by being very, very naughty.

The children realize how impolite and unkind it would be to forget all about Jesus living in their souls, so, in order to make them very conscious of the "Divine Indwelling," acts of faith in Christ's presence within them are made frequently during the day. This practice is carried on for a month or two—until the children become very much aware of their dignity as "Christ Bearers."

The next lesson they will have to learn is that Christ really lives or wishes to live in the souls of others—their little classmates, their mothers and daddies, brothers and sisters, in fact, in every person they may meet. Then follow acts of faith in Christ's presence in the souls of others. The children are taught to greet Jesus in the souls of all the children in the classroom, particularly in someone whom they may not like; to greet Him when speaking to the members of their family, and finally, to greet Him in the souls of people they may meet on the street, at church, or anywhere. These little practices may extend throughout the year, since their importance in the work of Catholic Action cannot be overestimated.

In order to sustain the children's interest, a patron for each month is chosen. This patron will be a saint whom Christ rewarded in a special way for acts of service performed for others. The life of the saint may be studied and an ejaculation in his or her honor may be inserted during the prayers between classes. In our Mystical Body Program, the

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following saints have been chosen as monthly patrons:

September: St. Christopher (emphasize the story of his carrying Christ across the river).

October: St. Francis of Assisi (story of St. Francis and the leper).

November: St. Martin of Tours (sharing his cloak with the beggar).

December: St. Elizabeth of Hungary (story of her giving her bed to the sick child or the story of the roses).

January: St. John of the Cross (saw Christ's feet when washing the feet of the sick).

February: St. Peter Claver (his love for the slaves).

March: Brother Dutton (his care for the lepers).

April: St. Camillus (devoting his life to the sick).

May: Ven. Stephen Eckert (his labor of love for the Negroes in Milwaukee).

June: St. Charles Borromeo (caring for the plague-stricken).

The children must be taught that there are thousands of people who do not carry Christ—either because they have never known Him or because they have driven Him from their hearts by mortal sin. The little ones can easily grasp the idea of the "dead branch" in reference to the Mystical Body of Christ, and they will be eager to do something about it, once they are told that they are able to do so. Each morning the kiddies tell Jesus that they wish to adopt a poor sinner who is not a Christ Bearer and to offer all the good actions—prayers, works, and little sufferings, too, to win for that soul the grace to be a Christopher.

The children become very watchful once they realize that every action of theirs either helps or harms a soul—that the little faults

THROUGH SMALL EYES

A robin hops.

A rabbit hops.

And I can hop some too!
[Children hop a few steps.]

A cow can moo.

[Moo.]

A dog can bark.

[Bow-wow.]

That wouldn't do for you!
[Shake heads.]

A bird can fly.

[Wave arms as if trying to fly.]

A kite can fly.

[Wave arms as if trying to fly.]

But I—I have no wings!

[Feel shoulders.]

So I'll just settle down

And smile and say,

"I have a soul that sings!"

[Fold arms complacently.]

— Sister M. Avita, O.P.*

*Annunciation Convent, Minneapolis 9, Minn.

they commit may check the flow of grace in the soul of some person; likewise, that their good actions, such as acts of kindness, attentiveness at prayer, etc., win graces for those who may need them at that moment.

The little ones, preparing for their first Confession, are taught to take a poor sinner into the confessional with them, to win for him the grace to make a good confession, and to receive Holy Communion so that another person somewhere in the world may have the grace to receive Christ, and so become a Christ Bearer.

All this, of course, must be tied up with a deep appreciation of the Holy Sacrifice of the Mass. The tiny tots can be taught that Mass is a sacrifice in which Jesus offers Himself for us as He once did on Calvary. They can be taught an appreciation of the three principal parts of the Mass in this way:

1. The Offertory. Our little sacrifices for sinners aren't of much value unless we offer them with the Sacrifice that Jesus offers. So we must place them on the little golden plate with the Host at Mass.

2. The Consecration. Jesus comes from heaven to get the little sacrifices that we have made for others.

3. The Communion. God the Father is so pleased with our offering which Christ has made His Father that He gives us Jesus in Holy Communion as a reward.

When these little ones learn how important assistance at Holy Mass is in our work of bringing souls to Christ, they will not so readily stay away.

If the children get tired because they fail to see the results of their many little sacrifices, their enthusiasm can be aroused by telling them that it would take away all the fun if we could see the results now. It is the big surprise that God is getting ready for us in heaven. If we knew all the presents we were going to get for Christmas long ahead of time, we wouldn't have much fun on Christmas day. Heaven will be just like Christmas morning—just full of grand surprises.

Our little ones have been Mystical-Body minded in a material way also. During the war each child adopted a soldier to whom they wrote and promised a daily sacrifice, weekly Communion, and daily prayer each morning and evening for his safety and for

FAY'S FAVORITES

Yvonne Altmann*

Feeding Birds

This must be one of your favorites too—feeding the birds. All my friends like to feed the birds. The only trouble is that after a while some of them forget the birds.

Every time I sit down to eat I try to remember to feed the birds. In the summer I see that their birdbath is filled with water. I give them the crumbs from the table.

Daddy built me a feeding tray outside my playroom window. It is high enough so the birds are safe from cats. It is nice to use in the winter because I can put food on it without going outside. The birds like suet (fat) and sunflower seeds in the winter. Fat keeps them warm.

If you will be very patient, a bird can become your friend. First you must feed it every day. Pigeons are the easiest birds to teach to feed from your hand.

Did you ever try to snap a picture of a bird? It is hard to do unless you make it your friend. Would not it be fun to collect snaps of birds you had taken? Maybe your friend or mother could take a picture of you feeding the birds.



*Kindergarten Director, Oshkosh, Wis.

world peace. These same children were instrumental in having religious instructions by mail sent to 75 servicemen, and a box of toys and school supplies sent to poor children at a school in Belgium.

A few examples cited here may serve to show that these lessons on the Mystical Body of Christ can be understood even by the very tiny tots. Karen, a little first grader, whose daddy is not a Catholic, was thrilled beyond words when learning for the first time that she carried Christ in her heart. That evening, when her daddy came home from work, little Karen threw her arms about his neck and cried, "Oh, Daddy, I've got God in my heart. Is He in your heart too?" And for one time at least, the father had no ready answer.

In another instance, a little first-grade boy approached me with this story. "Sister, last night when we went home after school, we saw a Negro in town, and all the boys started throwing stones at him. And Sister, I felt sad, because I knew they were throwing stones at God."

On still another day the little tots were reading and enjoying immensely the story of "The Organ Man and the Monkey." Everyone, however, was feeling a bit sorry for the organ man because no one would give him any breakfast. Some readers remember the story, I am sure, how he went from house to house but everyone sent him on his way. Suddenly, one of the little, six-year-olds, growing exasperated at the way things were going, cried out, "Well, heaven's sakes, don't they know they're sending God away?"

So, to all primary teachers we say, "There is much that you can do in answer to the appeal of the Church for an army of youthful apostles. Those angel-faced boys and girls with whom you deal each day are real "Apostles"—even though they are Pint-Size. Of them it may be said, "They are little, but Oh, my!"

A New Reading Technique

*Sister M. Agnesine, O.S.F.**

Educators today are well aware of the value of visual material toward making learning easier as well as more effective. When the little six-year-olds venture into reading, what a mystery the printed symbol must prove to be! They need something to bridge the real with the abstract.

To aid my small folk, I have collected color book pictures which represent the words to be learned in first grade.

At present the collection totals nearly 500 pictures and has proved a blessing in my reading classes.

Before teaching a new word according to the suggestion in the manual, I show the color book picture, tell a story about it—using the new word rather frequently. The children quickly grasp the word and it has a concrete meaning to them. The new word cards are displayed in a section of the room for several days, and are removed when the word has "stuck." Someone has said a child must see a word at least 35 times or more before it becomes part of him. Our "dictionary corner" does more than a goodly share in permitting the children to vision the word this often.

When using the procedure of teaching a new word as directed in the manual, the word is already an old friend and not a bugbear.

Noun words are very easy to find in color book pictures. With pedagogical ingenuity, a picture and a story can be as readily conjured up for verbs, adjectives, and adverbs.

*Principal and primary teacher, St. Joseph School, La Salle, Ill.

In photo 1, Jimmy is reviewing the *new words* we are going to need in our Dick and Jane story today. The *old words* are still in the dictionary chart for reference in case anyone needs them. The children never get *big* and *little* confused, as the clowns in the picture helped give meaning to the adjectives.

The rabbits are learning to *jump* rope. Buster is calling his sleepy friend with a loud *up! up! up!*

I'm sure if a goat chased you, you'd say *oh!* just as little Tim did in the story when the word and picture were presented.

In photo 2, Garry is showing us why Mother called Dick and Jane. The new word was *help*. The little mountain climber on the chalk tray promised to *help* his sister climb if she would hike with him. In one picture Johnny was able to *find* a pin in the dutsy road. The brave duck in the picture called to the sissy one, "Come *in*. Come *in*. Don't be afraid to jump *in*." "It is fun to be *in* the water."

The stories are embellished and enlarged, and thus the enjoyment of a story gives the word a happy meaning to the children.

The pictures are gaily colored and add to the attractions of the classroom. A cheery classroom, in its turn, makes learning a pleasure; and so the circle moves on.

At first the collecting meant hours of work, searching for and preparing the pictures, but now they are numbered and filed. It takes but a few minutes to lay out the material for the next day's reading groups. In the meantime, the little *Squirrels*, *Ducks*, *Rabbits*, and *Kittens* (my reading groups) are happily unraveling the lore of reading.



Reviewing the New Words.



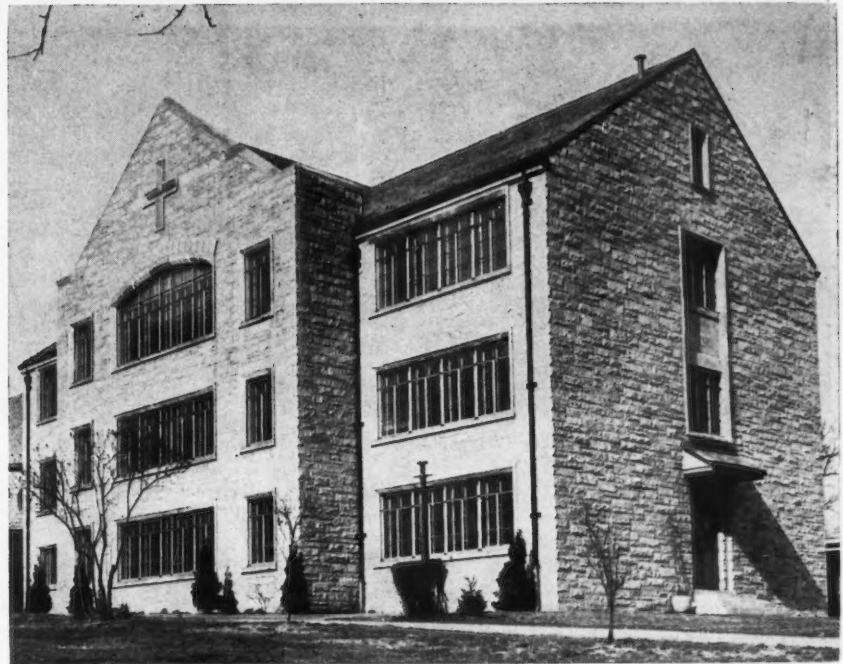
Finding a New Word.

The Fabric of the School

A MODERNIZED GOTHIC SCHOOL BUILDING

Milleret Hall at
Academy of the Assumption
Ravenhill, Philadelphia

Norman Shigon



Milleret Hall, designed by Henry D. Dagit & Sons.

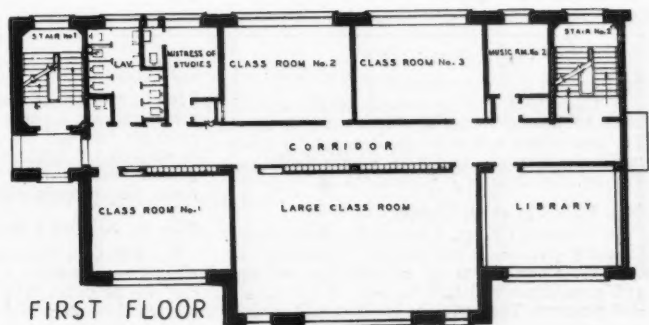
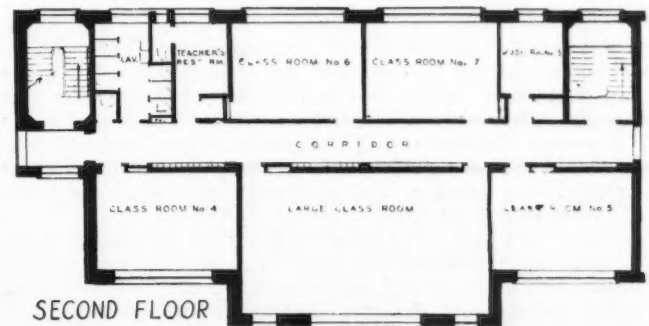
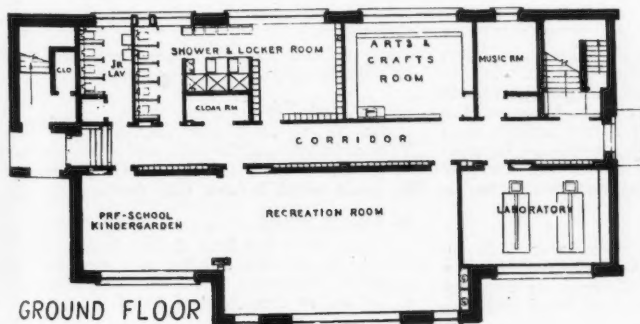
Milleret Hall, the new school building at the Academy of the Assumption, Ravenhill, Philadelphia, Pa., designed by Henry D. Dagit and Sons, is a symbol of the fundamental importance of Catholic education in America. It is evidence of the desire of the people to educate their children for God and country.

This building erected by the Sisters of the Assumption is a sturdy structure of Mt. Airy granite, trimmed with Indiana limestone, with pleasing proportions, dignity, and interesting detail. It incorporates the most modern developments and improvements in educational accommodations for the students and the Sisters who teach them. The large aluminum casement windows with hopper vents provide plenty of light and fresh air to the classrooms. The green slate roof, in harmony with the other fine buildings at the Academy, is in keeping with the permanence which characterizes not only this building but the entire group of buildings at Ravenhill Academy.

Architecturally the new building is a modern treatment of the Norman Gothic style adapted to the latest structural and engineering developments incorporating the practical and efficient arrangement of classrooms and accommodations. Special studies were made to select the best and most suitable materials, considering wear, color, and long service. Thus we see the aluminum windows which require no painting, the interior walls and parti-

tions of structural tile which is easy to keep clean and has a permanent finish, the terrazzo and asphalt tile floors which are long lasting and always attractive, the oak doors and woodwork with a soft natural finish, and many other fine materials.

The ground floor is devoted to special rooms such as arts and crafts room, recreation room, laboratory, kindergarten, music room, and shower and locker rooms. The floors throughout these rooms and corridors are of terrazzo formed of pink and white





A Corner of the Playroom.



The Chemical Laboratory.

marble chips with the border of green marble chips. The walls are of a cream colored unglazed structural tile. The corridor ceilings throughout are finished with acoustic tile.

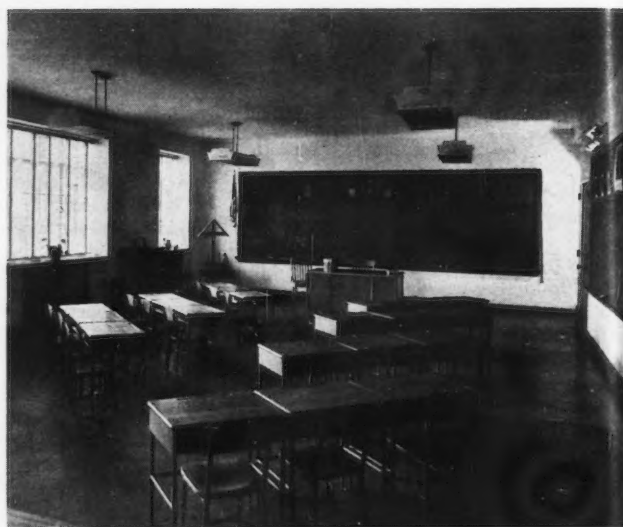
The first floor has four classrooms, a library, two music rooms, a room for the mistress of studies, and toilet facilities. The second floor contains five classrooms, music room, mistress of studies room, and toilet. The finished flooring on the first and second floors is asphalt tile, laid in a checkerboard pattern of soft subdued colors in harmony with the finish of the woodwork. A light cream buff sand finish plaster has been used on the walls and ceilings of the classrooms. Instead of the conventional slate blackboards, chalk boards of green glass are installed in all classrooms except the laboratory. These writing boards have been designed scientifically to promote better school lighting and reduce eye-strain. Metal map rails are placed above the chalkboards in each classroom.

Artificial lighting of the classrooms, library, arts and crafts room, and laboratory is accomplished by the newest system of fluorescent fixtures. Another fine feature of the building is the germicidal lamps in the classrooms to destroy the germs in the air and thus protect the health of both the Sisters and the pupils.

The corridors are lined with steel lockers for the storage of the pupils' clothing. These lockers are recessed and built into the walls where they occupy very little space and at the same time they are conveniently accessible.

A private telephone system provides convenient communication between the Sisters in the main building and the new school building. The furniture and equipment will be of the latest and most modern type.

The construction employed throughout the building and the materials are chosen for long years of service and lasting satisfaction with a minimum of maintenance expense. The thick stone walls, steel columns, the steel joists covered with concrete floor slabs and the hollow tile furring and partitions make the building fire resistive.



Part of a Classroom at Milleret Hall.

All these materials have been molded into a structure that is practical, compact, and efficient in arrangement, utilizing every available inch of interior space. The well-proportioned, carefully studied elevations present orderly and symmetrical façades with graceful proportions and interesting detail. The colors of the granite walls, limestone trim, the silver sheen of the aluminum windows, and the green slate roof harmoniously blend into a beautiful educational building in harmony with the present fine chapel, school, and stately old mansion of the original estate.

BUILDING NEWS

St. Benedict the Moor School

A thoroughly modern school has been dedicated by Bishop Waters at Winston-Salem, N. C. The new school will serve St. Benedict the Moor parish for Negroes, in charge of the Franciscan Fathers. Rev. Martin J. Collins, O.F.M., is pastor.

New Buildings at St. Vincent's

St. Vincent's College, Latrobe, Pa., held ground breaking ceremonies for two new buildings on Oct. 15. Construction of an activities building and a residence hall will be part of the expansion program. The activities building will contain a gymnasium, six bowling alleys, rifle range,

lounge rooms, locker rooms, showers, and offices for members of the coaching staff. It will also house a modern auditorium and quarters for the music and art departments of St. Vincent's. The residence hall will be a five-story building with rooms for 150 students, five suites for administration officials, four classrooms, and assembly room, dining room, and two reception rooms.

New St. Bernard Library

St. Bernard's Junior College, near Cullman, Ala., is now erecting a new library building at a cost of \$400,000. The building is of fireproof construction, steel and concrete, faced with native sandstone and trimmed with Alabama lime-

stone, and will house a museum and classrooms in addition to the library facilities.

Xavier High School

The Sisters of Charity, B.V.M., will erect Xavier High School for Girls and a new convent on the site of the old Jonathan Rice mansion in St. Louis, which is being torn down.

St. Mary's School

A fund drive has been started in Elm Grove, Wis., to finance the building of a new building to replace the present school which has a capacity of 280 and an enrollment of 432.

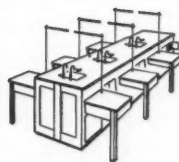
(Continued on page 28A)

*When you were planning
your new high school
laboratory last year
did you get help
from Hamilton?*

*You bet we did!
The service is free
and Hamilton's Field
Engineers really know
their business.
Hamilton equipment
is tops, too.*



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There's a reason for the acknowledged superiority of Sexton canned fruits. The luscious, tree-ripened apricots reach your table as firm and tender, as full of vitamin value and orchard-fresh flavor, as the day they were picked in the sunny Santa Clara valley. Every Sexton fruit is carefully selected for uniform quality, then uniformly packed—each can full to the brim . . . cushioned in rich heavy syrup . . . assuring you the plus value of at least one extra serving per can.

JOHN SEXTON & CO., CHICAGO, 1951

Catholic Education News

HONORS AND APPOINTMENTS

Syracuse Superintendent

REV. JAMES E. CALLAGHAN has been named superintendent of schools in the Diocese of Syracuse, N. Y. Father Callaghan, former associate superintendent, succeeds Rt. REV. MSGR. DAVID C. GILDEA who became pastor of St. Vincent de Paul Church, Syracuse.

Msgr. Sheehy

Rt. REV. MSGR. MAURICE S. SHEEHY of the Catholic University of America, Washington, D. C., has accepted the post of Catholic co-

chairman of the commission on religious organizations of the National Conference of Christians and Jews. Msgr. Sheehy succeeds REV. ALLAN P. FARREL, S.J., of Detroit University. DR. MAURICE S. EISENDRATH of New York, president of the Union of American Hebrew Congregations, will continue to serve as the Jewish co-chairman and DR. JOSEPH R. SIZOO, president of New Brunswick Theological Seminary, as the Protestant co-chairman.

Catholic Art Association

REV. JOHN L. WALCH of Chandler, Okla., was re-elected president of the Catholic Art Association at the annual convention, Nov. 24 and 25, at Fontbonne College, St. Louis, Mo. The other officers are: secretary, MISS ANN GRILL, Chicago; treasurer, JOHN BENNETT SHAW, Tulsa, Okla.; chairman of the advisory board, VERY REV. DONALD J. KANALY. A program for the activities

of the eight regional groups of the association was adopted at the convention.

New Jesuit Rector

REV. JOHN DUNNE, S.J., has been appointed rector of Mount St. Michael's Philosophate, Spokane, Wash. He succeeds REV. WILLIAM ELLIOTT, S.J., former provincial of the Oregon Province and recently appointed master of novices at Sheridan, Ore.

Cardinal Gibbons Medal

GEN. CARLOS P. ROMULO, secretary of foreign affairs of the Republic of the Philippines and chief of the Philippine mission to the United Nations, has been awarded the 1950 Cardinal Gibbons Medal by the alumni association of the Catholic University of America Alumni Association.

Named Principal

VERY REV. EDWARD V. STANFORD, O.S.A., rector of the Augustinian college at the Catholic University of America, has been named principal of the \$2,000,000 Archbishop John Carroll High School newly built at Washington, D. C.

Loyola President

REV. THOMAS J. MURRAY, S.J., is the new president of Loyola College, Baltimore, Md. The new dean is REV. JOSEPH K. DRANE, S.J. FATHER MATTHEW G. SULLIVAN, S.J., former dean, is now dean at St. Joseph's College in Philadelphia.

AD MULTOS ANNOS

REV. EDWARD F. GARESCHE, S.J., director of the Catholic Medical Mission Board, celebrated, Nov. 18, his golden jubilee as a Jesuit. Father Garesché is also spiritual director of the Daughters of Mary Health of the Sick, a community which he organized to assist in the work of the Medical Mission Board.

REV. DAVID C. CRONIN, S.J., professor of philosophy at Fordham University, celebrated, Nov. 22, his golden jubilee as a Jesuit. In 1919 he was the first director of the school of journalism at Canasius College, Buffalo, N. Y.

Three Sisters of the Order of St. Basil the Great of Uniontown, Pa., recently observed their twenty-fifth anniversaries. SISTER M. AUGUSTINE, SISTER M. BASIL, and SISTER M. THERESA were among the first candidates to enter the community when the order was established in the Pittsburgh Byzantine Diocese in 1921. Sister M. Augustine was very closely associated with the late foundress, Mother Macrina. She served as secretary and consultor for many years. Sister M. Basil has spent 25 years teaching in the various parochial schools which the order conducts. Sister M. Theresa has spent 23 of her 25 years teaching in the elementary schools of the diocese.

REQUIESCANT IN PACE

● BROTHER ABBAN PHILIP, F.S.C., former assistant superior general of the Brothers of the Christian Schools, died, Nov. 27, as he knelt by his bed in morning prayer, at St. Joseph's Normal Institute at Barrytown, N. Y. He was 79 years old and had been a religious since 1887. Since his retirement four years ago he had been translating into English various works of his order.

● BROTHER MARTIN LANGHIRT, S.M., teacher at St. Louis College, Honolulu, and a former director of the boys department of St. Anthony's School, Wailuku, Maui, died at St. Francis Hospital, Honolulu, last August. He was 68 years old and had been a member of the Society of Mary for 51 years. Brother Martin went to Hawaii in 1901. He was buried in Diamond Head Memorial Park.

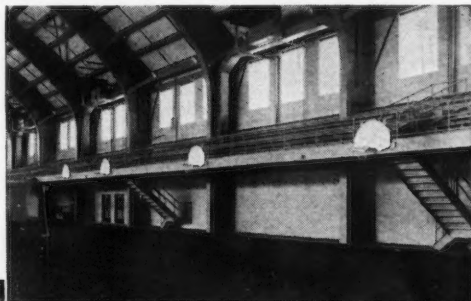
EDUCATIONAL MEETINGS

Hartford Institute

The third annual educational institute of the Diocese of Hartford was held, Oct. 25-26, 1950.

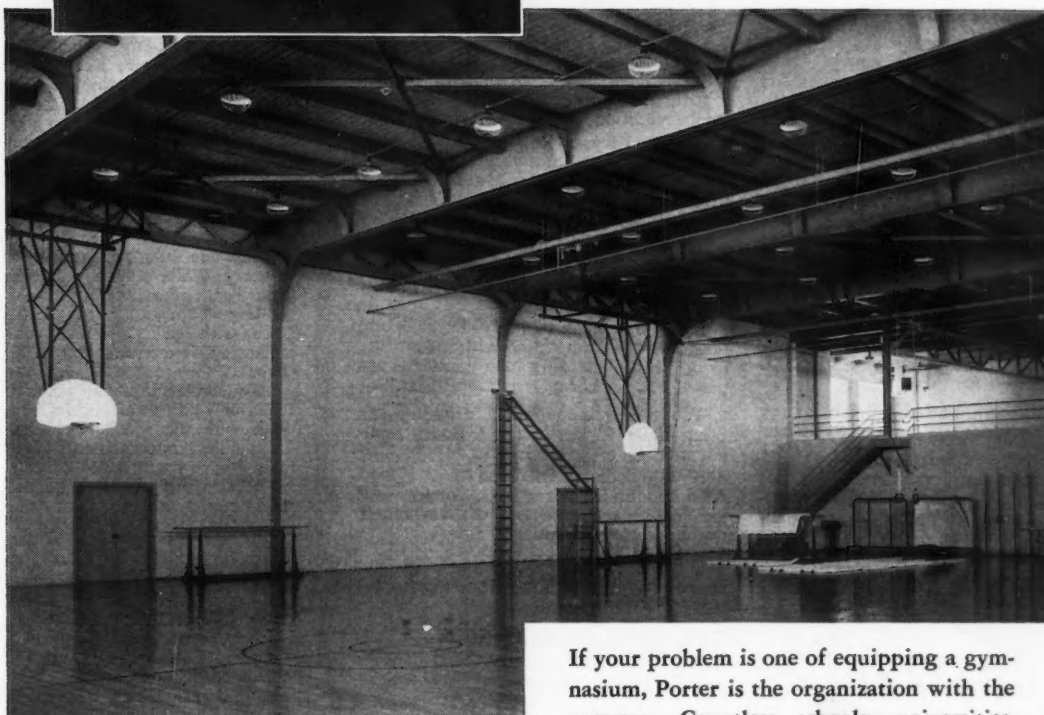
(Continued on page 22A)

BOY'S TOWN, the famous Catholic center for boys in Nebraska, uses Porter basketball backstops throughout its fine new gymnasium. Along the balcony, below, are seen No. 1213 installations for practice use.



BOY'S TOWN BOASTS OF PORTER

*at leading gyms from coast-to-coast
the choice is Porter*



In the main courts No. 226B Suspended-and-Braced backstops are used. They are equipped with Porter all-steel fan-shaped banks. In the background are various pieces of Porter gymnastic apparatus.

our engineers will help you

Whether you are planning a new building, or equipping an old one, our experienced engineers are at your service. It is wise to get their helpful suggestions before you act.



If your problem is one of equipping a gymnasium, Porter is the organization with the answers. Countless schools, universities, clubs and communities for many years have relied on Porter, not only for fine equipment, but for seasoned counsel on how to make proper installations. Write today for current catalog information. We shall be pleased to quote promptly on your requirements.

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Nearly a Century of Quality Manufacturing

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Playground and Swimming Pool Equipment

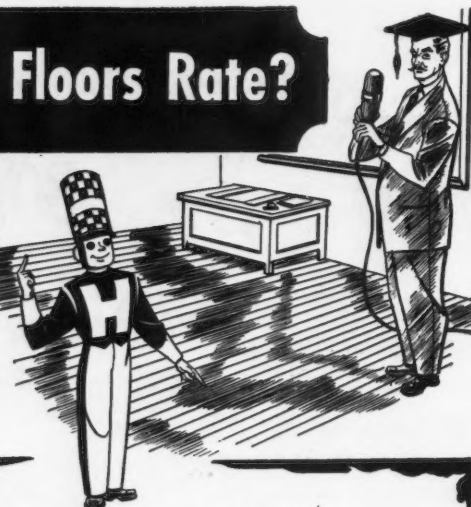
CHICAGO OFFICE: 664 N. Michigan Ave., Chicago 11, Phone: Superior 7-7262

NEW YORK OFFICE: 11 W. 42nd St., New York 18, Phone: Longacre 3-1342

How Do Your Floors Rate?

Hillyard's QUIZ ON SCHOOL FLOOR MAINTENANCE

Here are 6 questions often asked our expert floor "Maintaineers." Check through this quiz . . . see if your floors are being maintained properly.



1. What should I use to clean traffic marks, dirt and grime from floors, walls, woodwork . . . safely and thoroughly?

ANSWER: Hillyard Super Shine-All
An all-purpose, neutral chemical cleaner. Cleans, protects in one easy application. No rinsing. Underwriters' approved.

2. What is your best anti-slip treatment for protecting school floors from heavy traffic?

ANSWER: Hillyard Hilco-Lustre
A slip-resistant floor renewer. Leaves hard, glossy finish. Not a wax but self-polishing top coat. Approved by U/L as "Anti-Slip."

3. I need a tough, anti-slip finish for my gym floor. What is universally used?

ANSWER: Hillyard Star Gym Finish
Created especially for gyms. Does not darken floor. No glare. Non-skid footing. Choice of 15,000 gyms. Makes excellent dancing surface.

4. What is the best product for removing old varnish or paint from desks and floors without fire hazard?

ANSWER: Hillyard Kurl-Off
Zips off old paint and varnish with ease. Non-inflammable . . . Does not raise grain or darken surface . . . absolutely safe for any job.

5. Is there a liquid wax that will give my school floors a long-lasting sheen, but keep them safe for the youngsters?

ANSWER: Hillyard Hil-Brite
A liquid wax, easy to apply. Dries bright with slip-resistant finish without buffing or polishing. Flooring manufacturers approve . . . U/L say it is "Anti-Slip."

6. What easy, economical dressing can I use daily to keep school floors looking nice?

ANSWER: Hillyard Hil-Tone
A compounded dressing, unsurpassed for daily maintenance of varnished, waxed, sealed or finished floors.

HILLYARD PRODUCTS: Always the Correct Answer To Your School Floor Problems



Call, write or wire for the name of your nearest Hillyard "Maintaineer"

St. Joseph, Missouri, U. S. A.

Catholic Education News

(Continued from page 20A)

Rev. Robert W. Doyle, associate superintendent of education for the diocese, discussed at two meetings, "Forming the Christlike Citizen." Rev. Arthur J. Heffernan, Ph.D., the diocesan superintendent, presided at both of these meetings.

Rt. Rev. Msgr. Cornelius T. H. Sherlock, A.M., Ed.M., superintendent of schools of the Archdiocese of Boston, discussed "Personal Guidance in the High School."

Sister M. Janet, M.A., of the Commission on American Citizenship at the Catholic University of America, talked on "Our Catholic Philosophy and the High School Curriculum."

Other subjects treated were: The Catholic High School and Christian Family Living; Children's Literature; Reading and Problem Solving; Reading Failures; Catholic Teaching and Problems of Social Reform; Reading in the Content Subjects; and Remedial Procedures in Reading.

Temple Reading Institute

Temple University will hold its annual Reading Institute, Jan. 29 to Feb. 2. The theme of this meeting, the eighth in the annual series, will be *Systematic Instruction in Reading*. The theme will be developed through discussion of the following topics: Sequences of Language Development; Language Arts Approach to Reading; Differentiated Guidance in Reading; Directed Reading Activities; Sequential Development of Reading Skills; Materials for Systematic Instruction; Sequential Development of Reading Techni-

ques; Semantic Analysis and Concept Development; Systematic Guidance in Reading.

The Institute program will include demonstrations and laboratory sessions designed to provide teachers, supervisors, and clinicians with a practical means of measurement and evaluation in each of these areas. Pedagogical procedures for use in developmental programs in the regular classroom, as well as corrective and remedial programs will be demonstrated, and emphasized evaluation meetings have been planned for the purpose of appraising existing and projected reading programs in local and state school systems. Delegates who wish to have their programs evaluated should write for specific instructions on the preparation of their reports.

Enrollment is limited by advanced registration. For a copy of the program and other information write to Emmett A. Betts, Director, The Reading Clinic, Temple University, Broad Street and Montgomery Avenue, Philadelphia 22, Pa.

Franciscan Workshop

More than one hundred Franciscan Sisters of Mary Immaculate, Joliet, Ill., will participate in a three-day workshop on the "Integration of the Catholic Secondary School Curriculum" at the Joliet motherhouse, Dec. 27-29. The workshop, under the chairmanship of Sister M. Mercedes, community school supervisor, aims to promote unification of the school program in the light of the general goal of Catholic education.

SIGNIFICANT BITS OF NEWS

Back Religious Education

A strong stand in favor of spiritual and religious education was taken during the Mid-century White House Conference on Children and Youth recently. The advisory council, representing 462 organizations that have some concern with education and youth, adopted the following recommendation after a hot fight to have it thrown out:

"The conferences should reaffirm the right of every child or youth to a religious education in accordance with the wishes of his parents. Educators in public schools should meet to explore the area for co-operation in order to enable a child to receive such religious education without mutual interference with each other's purposes and functions."

Catholic Students in "Educational Ghetto"

Rev. John A. O'Brian, professor at the University of Notre Dame, in a speech before the Catholic Education Association of Pennsylvania, said that continued denial of public aid to Catholic schools will result in an "educational ghetto" inhabited by millions of children of "second-class citizens." He referred to state-provided textbooks, health programs, free lunch programs, transportation, supplies, etc. "I hold that it is unfair, undemocratic, and un-American to count these children in for public taxation—and then count them out for sharing of the benefits of that taxation," he said.

Want Religion in Philadelphia Schools

Religion cannot be separated from education and any attempt to do so "does violence to both," it was declared in Philadelphia recently in a statement released by the Philadelphia Council of Churches. The statement, while endorsing separation of Church and State, stresses that such a separation does not imply or call for a separation of religion and education.

"Rather," the statement said, "we believe that these two are inseparably related and that any attempt to separate them does violence to both." It added:

"We believe that education is weakened and its usefulness impaired to the extent that it is separated from the disciplines and insights of religious faith. The Christian faith underlies the history and philosophy of American life and of its public education. Were we to depart from

(Continued on page 24A)

**IMPORTANT MEMO
TO ATHLETIC EQUIPMENT BUYERS**

**50,000,000
GAMES A YEAR**

**are Played with VOIT Rubber Covered
Athletic Balls and Equipment**

**VOIT IS THE STANDARD IN 100,000 U.S.
SCHOOLS EACH YEAR because VOIT is . . .**

FIRST in proved durability

FIRST in proved all-weather play

FIRST in proved thrift

FIRST in proved performance

FIRST in America's
Sporting Goods Stores

VOIT

NEW YORK 10, CHICAGO 10, LOS ANGELES 11

America's Finest Athletic Equipment

Why PRANG WATER COLORS are 4 WAYS FINER

SMOOTH AND TRANSPARENT.
CONTAIN NO SEDIMENT



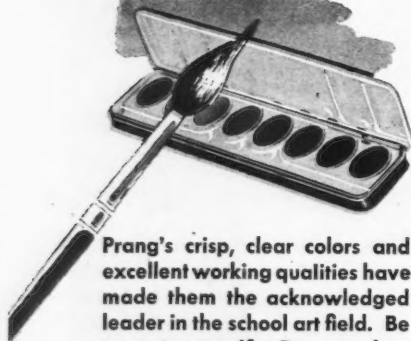
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"LIFT" UNIFORMLY



MIX ACCURATELY
WITHOUT MUDDINESS



Prang's crisp, clear colors and excellent working qualities have made them the acknowledged leader in the school art field. Be sure to specify Prang when ordering water colors for your classes.

Prang TEMPERA

Brilliant, Smooth, Velvety! Will not flake, crack or peel. A variety of assortments to choose from! Dept. CJ-54



the AMERICAN CRAYON company
SANDUSKY, OHIO NEW YORK

Catholic Education News

(Continued from page 22A)

this foundation, all our democratic institutions and practices, including our public school system, would be imperiled."

Brooklyn School Report

The Annual School Report of the Diocese of Brooklyn lists 51 high schools registering 21,947 students, 213 elementary schools with 149,752 students, and a teaching force of 3535 Brothers and Sisters and 475 lay teachers. There are 181,400 students being educated in 282 schools, including seminaries, universities, colleges, junior colleges, normal schools, and nursery schools.

Marymount Accepts Boys

Marymount School, New York City, has opened its first three grades to boys and will accept them in its new preschool classes for children from 3½ to 5½ years of age. Marymount has been conducted as a school for girls since 1926.

Catholic Children's Book Club

The Catholic Children's Book Club, formerly under the sponsorship of America Press of New York, has been acquired and will henceforth be operated by the Catechetical Guild Educational Society of St. Paul, Minn. The "Book Club" has been a leader in the field of distributing good books to children of all ages.

Catholic School in Canal Zone

St. Mary's elementary school has been opened at Christobal in the Canal Zone. For 30 years Catholics in the Canal Zone have fought for this school which has an initial enrollment of 300 pupils.

Religious Instruction in Chile

Two years ago the Chilean Senate passed a bill which would make religious instruction mandatory in public schools and colleges by a vote of 71 to 49. Opponents bottled it up in the education committee recently and have launched an all out fight to nullify the vote of the legislature and force President Gabriel Gonzales Viedla to veto the measure. Religious education periods were established in the curricula of the schools and colleges of Chile in 1879. In 1929 the periods were extended to two hours and reduced to one in 1934.

COLLEGES AND UNIVERSITIES

Conference on Reading

Cardinal Stritch College, Milwaukee, Wis., sponsored, on Oct. 14, a conference on methods of teaching reading. The conference is the beginning of a three-year program. This year's theme is "The Gradual Development of Reading Skills at All Levels"; next year's will be "The Development of Fundamental Reading Skills"; and that of 1952 will be "Development of Basic Interpretative Skills."

Coast Guard Academy

Competitive examinations for appointment to the U. S. Coast Guard Academy at New London, Conn., will be held in major cities on Feb. 19 and 20, 1951. Applications must be postmarked not later than Jan. 15. Applications are desired from high school seniors who can qualify physically and who will finish high school by June 30.

Coast Guard Cadets pursue a 4-year course leading to the degree of bachelor in marine engineering with eligibility for appointment as ensigns in the coast guard.

For information write to the Commandant (PTP), United States Coast Guard, Washington 25, D. C.

(Continued on page 25A)

A Point to Remember...

Esterbrook®

Fountain Pens

Let You Choose The Right Point For The Way YOU Write

There's a reason why so many leading educators approve Esterbrook Fountain Pens. Esterbrook gives you the world's largest variety of point styles to choose from. You can choose the precise point for your way of writing... for the writing system you teach.

Bookkeeping 1550



Shorthand 1555



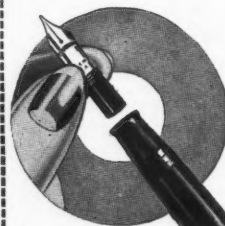
General writing 2668



Fine writing 2556



Medium stub 2314M
RELIEF



TO SELECT OR REPLACE
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Complete Pen
\$2 and up

In case of damage, you can replace your favorite numbered point yourself—instantly—without sending your pen back to the factory. All pen counters sell Renew-Points for Esterbrook Fountain Pens, 35c and 85c.

Esterbrook

FOUNTAIN PEN

Catholic Education News

(Continued from page 24A)

First Sacred Theology Master Degree

The University of Notre Dame conferred its first master's degree in the study of sacred theology last summer. Brother Alban Dooley, F.S.C., head of the department of religion at Manhattan College, was the recipient. The new sacred theology program, offered only in the summer session at present, aims to prepare religious teachers for Catholic high schools and colleges. Lay students looking for a deeper knowledge of the Faith will find it profitable.

Santa Clara Centenary

The Universities of Santa Clara (California) is planning to celebrate its 100th birthday in the spring of 1951. The school's alumni journal predicts that enrollment in Santa Clara's schools of law, engineering, business administration, and arts and sciences will reach 1500 within the next 25 years, commenting that: "A fairly constant percentage of university students continues to merit and to prefer the advantages of study in the small, private universities which concentrate upon the liberal arts." That means that Santa Clara is unique in character as one of the very few universities offering this type of education.

20th Anniversary for St. Louis Social Service School

The school of social service at St. Louis University, celebrated its 20th anniversary, Nov. 15, with a banquet sponsored by the alumni of the school. Rev. Joseph C. Husslein, S.J., was founder and first director of the school. At present he is editor of the University's Science and Culture Series, a collection of books on social science topics published in co-operation with the Bruce Publishing Co.

Radio Station in Tokyo

The Society of St. Paul is building a radio station in Tokyo, Japan, in order to popularize Catholic social thought among the Japanese. The station facilities will be used to fight communism which is still a serious threat to democracy in Japan. The Society of St. Paul is struggling against financial odds to complete the station.

Aids Religious Counselors

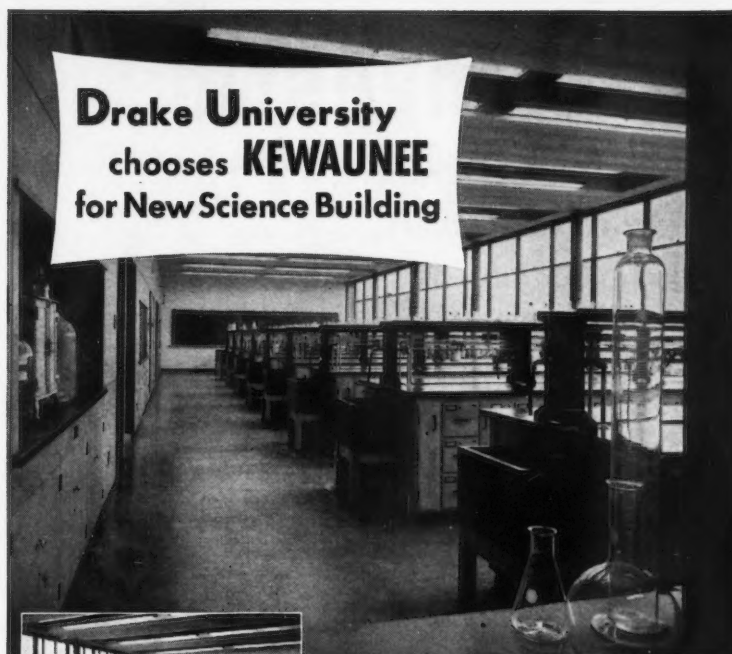
Columbia University has assumed a part of the expenses of religious counselors of four faiths on its staff. In the past the entire expense of the counselor's work was borne by religious agencies of the respective faiths. The new policy means that the university will supply all funds for clerical assistance and make contributions toward office expenses.

Marquette Therapy

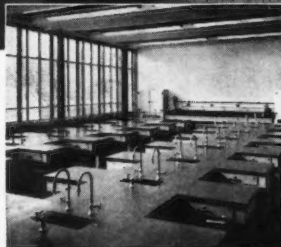
Representatives of the Milwaukee (Wis.) County Medical Society will meet soon to begin discussion of the establishment of a department of physical medicine at the Marquette University medical school as part of a plan to improve community rehabilitation services. The training of physical therapists to meet a serious shortage would be the department's major function.

New Notre Dame Degree

A new liberal education program, built around the master works of Western civilization and the technique of teaching through discussion, has been introduced at the University of Notre Dame this fall. The program is a complete four-year course of study of the great books, from the ancient Greeks to moderns, and leads to the degree of bachelor of arts. The Notre Dame program is unique among such attempts in that it places emphasis on Christian philosophy and theology. Many Christian classics are on the reading list.



**Drake University
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Three of the many science rooms at Drake University, equipped by Kewaunee. TOP—General Chemistry Laboratory; CENTER—Pharmacology and Physiology Laboratory; BOTTOM—Physical Science Laboratory.

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Catholic Center at Northwestern U.

A new center for Catholic students at Northwestern University has been purchased from the university by the Catholic Youth Organization. Named the Bishop Sheil Students' Club, the center is made up of a chapel, study, library, and recreation room.

Marquette Studies Business Trends

The bureau of business and economic research at Marquette University, Milwaukee, has published four studies and is gathering material for three more. The four completed studies were: a survey of the effects of a decontrol of rents in Milwaukee, a study of Milwaukee's beer industry, an analysis of the city's retail advertising patterns and their relations to sales, and a survey of customer service offered by the city's six leading department stores. Studies of

what teen-agers wear and why, a survey of the income and buying habits of Milwaukeans, and a statistical abstract of the state of Wisconsin are being prepared at present.

The bureau was instituted for three reasons: to provide trained personnel to business organizations; to extend the influence of the university's thinking beyond the classroom; and finally to provide students with a practical knowledge of research operations.

Graduate School at St. Mary's

The St. Mary College, Xavier, Kans., has inaugurated a graduate school of education primarily for the purpose of aiding the religious and lay teachers in the vicinity to conform with the new regulations of the Kansas State Department of Education. A curriculum has

(Concluded on page 26A)

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Catholic Education News

(Concluded from page 25A)

been organized to service students of elementary and secondary education as well as students who are majoring in administration and supervision. Four hundred religious and lay students from a wide range of states will attend.

Marriage Counseling Center at C.U.

A marriage counseling center open to students of the Catholic University of America without charges and for the general public on a fee basis has been established on the campus of the University. Dr. Alphonse H. Clemens, as-

sociate professor of sociology, who has pioneered in the Cana movement for the discussion of adult problems, has been named director of the center, which will be housed in the department of sociology.

Noncredit Adult Classes at St. Louis U.

Adult classes for men and women regardless of previous educational background began at St. Louis University this fall for the first time on a noncredit basis.

Dayton Library Given Spanish Statue

The Marian Library at the University of Dayton has been given a silver statue of Our Lady of the Pillar by the Saragossa (Spain) Municipal Council. It is a 30-inch replica of the original statue at Saragossa. Pablo Merry del Val, cul-

tural relations counselor of the Spanish Embassy in Washington, suggested the gift.

De Paul on Accredited List

De Paul University, Chicago, remains on the accredited list of the North Central Association of Colleges and Secondary Schools. The decision was made on an appeal by Very Rev. Comerford O'Malley, C.M., president of De Paul, following a threat last winter to bar the university from membership.

Marygrove College

Mother M. Marcella, superior general of the Sisters Servants of the Immaculate Heart of Mary, and Sister M. Eugenia, president of Marywood College, Scranton, Pa., have announced a million dollar expansion program for the college.

COMING CONVENTIONS

• Jan. 8-11. Association of American Colleges at Atlantic City, N. J. Headquarters: Claridge Hotel. Secretary: Guy E. Snively, 726 Jackson Pl., Washington D. C.

• Jan. 29-Feb. 2. Reading Institute, 8th annual meeting, at Philadelphia. Headquarters: Temple University, Dept. of Psychology. First part of a three-year program. Co-ordinator: Roy A. Kress, Jr., The Reading Clinic, Temple University, Philadelphia 22.

• Feb. 1-2. American Association of Physics Teachers at New York, N. Y. Headquarters: Barnard College, Columbia University. Secretary: Professor Robt. F. Paton, Physics Dept., Univ. of Illinois, Urbana, Ill.

• Feb. 2-3. Audio-Visual Education Association of California at Fresno, Calif. Headquarters: California Hotel. Secretary: Miss Mary L. Zingheim, 408 Almaden Ave., San Jose, Calif.

• Feb. 10-14. National Association of Secondary School Principals at New York, N. Y. Headquarters: Hotel Commodore. Secretary: Paul E. Elicker, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 10-15. Association for Supervision and Curriculum Development (NEA) at Detroit, Mich. Headquarters: Hotel Statler. Secretary: Arno A. Bellack, 1201 16 St., N.W., Washington 6, D. C.

• Feb. 15-17. United Business Education Association (NEA) at Atlantic City, N. J. Headquarters: Claridge Hotel. Secretary: Hollis Guy, UBEA, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 16-18. Wisconsin Catholic Action Conference at Milwaukee, Wis. Headquarters: Milwaukee Auditorium. In charge: Rev. Louis Riedel, 742 W. Capital Drive, Milwaukee 6, Wis.

• Feb. 17-18. American Education Fellowship at Philadelphia, Pa. Headquarters: Adelphi Hotel. Secretary: Frederick Redefor, New York University College of Education, New York, N. Y.

• Feb. 17-22. American Association of School Administration at Atlantic City, N. J. Headquarters: Convention Hall. Secretary: Dr. Worth McClure, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 17-22. Educational Press Association of America at Atlantic City, N. J. Headquarters: Convention Hall. Secretary: Miss Zoraida Weeks, 5835 Kimbark Ave., Chicago 37, Ill.

• Feb. 19-21. American Educational Research Association at Atlantic City, N. J. Headquarters: Ambassador Hotel. Secretary: Howard A. Dawson, 1201 16th St., N. W., Washington 6, D. C.

• Feb. 22. Greater St. Louis Unit of the Catholic Library Association at St. Louis, Mo. Headquarters: undetermined. Secretary: Sister Mary Cyprian, S.S.N.D., Rosati-Kain High School, 4389 Lindell Blvd., St. Louis.

• Feb. 23-24. Ohio Home Economics Association at Columbus, Ohio. Headquarters: Hotel Dechler. Secretary: Jeanne Montgomery, Ohio Fuel Gas Co., Columbus.

• March 29. Catholic Business Education Association, at Hotel Hollenden, Cleveland, Ohio. Secretary: Sister M. Gregoria, B.V.M., Mundelein College, 6363 Sheridan Road, Chicago, Ill.



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Dusting Schools

Very little attention is given to the methods of dusting schoolrooms. The chore is one which is hated by teachers and done with more or less dislike by janitors. There are right and wrong ways of dusting; ways that will improve health and increase the life of the finishes on furniture and walls.

Adolph Heindenschickle, writing in the Iowa School Custodians' News Letter, makes the following useful suggestions concerning easy ways of dusting:

Cleaning of rooms can be brisk, efficient, and stimulating, or it can be grimy and time consuming. Much depends on the tools used . . . the more efficient the tools used, the faster and easier the work. Some of the tools that have been recommended are vacuum cleaners with attachments, chemical-treated dusters and dust mops, carpet sweepers, and soft clean dust cloths.

Cleaning tools are good servants only when they receive the proper care. A soiled duster or dust mop is little better than none at all. A harsh, dirty cloth is worse than none at all, because it soils and scratches as it dusts. A few minutes a day spent in caring for your cleaning tools will pay good dividends in service.

It is extremely important that walls be dusted regularly and often, if more difficult cleaning tasks are to be avoided. Walls that are neglected soon acquire a film of greasy dust that attracts and holds still more dust which inevitably becomes embedded and is difficult to remove.

However, where dust and cobwebs are the only problem, walls may be dusted with the suction attachment of the vacuum cleaner, or a soft wall-brush of hair, nylon, or lamb's wool with a long handle, or a corn broom covered with a clean, soft cloth. In dusting walls work from the top down giving special attention to high moldings.

Care should be used in dusting cobwebs. If cobwebs are present, whether they are spider webs or dust cobwebs, remove them with an upward lifting stroke to avoid streaking the walls. Cobwebs of any sort are sticky and if they are pulled leave a trail of dirt that is hard to remove.

Using Dust Mops

Dust mops are ideal for removing dust and lint from floors. They are used best by gliding the mop over the surface, without raising it from the floor to avoid scattering the dust. Never use a heavily oiled dust mop, as it leaves a dust catching film, but rather use the new dust absorbing chemicals. These chemicals absorb the dust and lint into the dust mop, yet contain no oil to stain or spot. Treated mops can be very effective in removing the dust from waxed floors, asphalt or rubber tile, and other types of floors.

Good housekeepers should always hang up their dust mops, as letting the heads rest on the floor causes the yarn to matt. In addition it has been recommended to clean the mops after each use, using the suction attachment of the vacuum cleaner. If this is not practical the mop should be shaken free of dust. The practice of using the vacuum cleaner for a preliminary dusting of bare floors is a good one. When this is done the dust mops never get very dirty.

Use Soft Dust Cloths

In dusting with cloths, use a soft, lintless cloth or duster. Dust with even strokes gathering the dust into the cloth, instead of scattering it about. When soiled, the cloths should be laundered, as a dirty dust cloth does more harm than good, because it soils and scratches as it dusts.

After the dust cloths have been laundered, apply a good dust absorbing treatment and allow to dry. Avoid the cedar oil, lemon oil, or other "oily" treatments as they deposit a dust catching film, or they have the tendency to streak, stain, or spot.

There have been several improvements made in dust mop and dust cloth treatments. One manufacturer has an emulsion product that, when applied to the mop or cloth, will absorb the dust and dirt, cleaning and polishing in one operation, yet it does not discolor the finish. Another manufacturer has a similar product for absorbing the dust, but in addition it will kill germs it contacts. Now it is possible to remove the dust, and have a clean, sanitary surface also.

Cleaning Radiators

Neglected radiators cause unsightly soil deposits on the surrounding walls. To avoid this, clean the radiators often, especially during the season when in use. A good way to clean radiators is to brush the coils of exposed radiators with a downward stroke and collect the dust and dirt on damp newspapers beneath. If you have a vacuum cleaner, use the blower attachment to dislodge the dust and blow it downward; then use the suction attachment to gather the dust into the bag.

Mirrors can be kept clean for long intervals by dusting, but occasionally they need additional care.

On wood floors, floor oil is not particularly satisfactory, as the surface becomes "tacky" and the dirt clings to it. In time the floor darkens.

Concrete floors have a tendency to create dust, but this can be overcome by giving them a

coat of wax. Very often this will keep down the dust effectively. If you don't want to apply wax, or if this method is not effective, a hardener may be applied. Products now manufactured for this purpose prove very effective.

Building News

(Continued from page 32)

School Buildings (Bulletin 1950, No. 17)

By Nelson E. Viles. Paper, 44 pp., 20 cents. Supt. of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

This booklet, published by the U. S. Office of Education, discusses the remodeling, rehabilitation, modernization, and repair of school buildings, furniture, and equipment. It should be read and its suggestions should be followed by all those responsible for the maintenance of school property.

Marquette Expansion

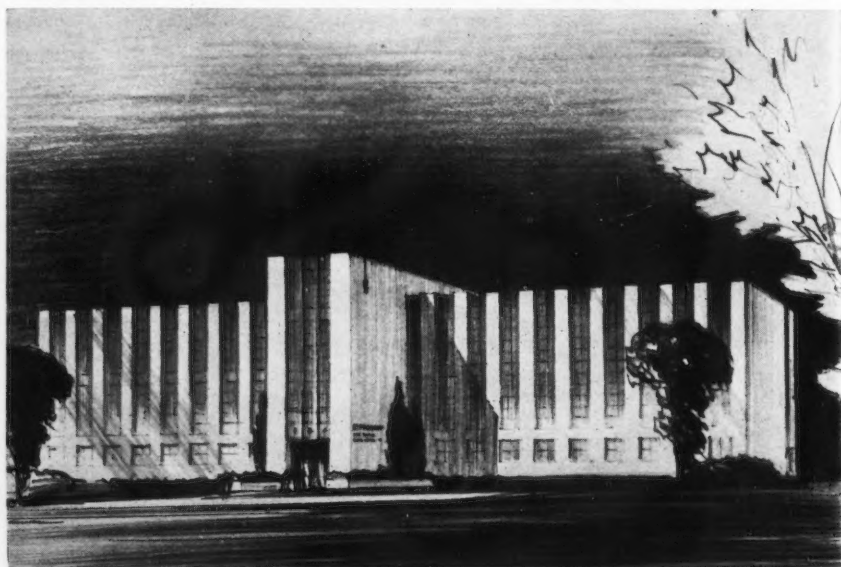
Marquette University, Milwaukee, Wis., has begun a multimillion dollar expansion program with a \$600,000 business administration building which is in the process of construction at the present time. The building will provide classrooms for 800 students per hour and offices for 50 faculty members. Classes will be held in the new building beginning February, 1951.

A \$1,000,000 library will be built in 1951, which will house half a million books and give 1200 students study space at one time. A student union will be erected in 1951. The medical school will be enlarged with a \$600,000 addition and the dental school by a \$500,000 addition. A four-story wing will be added to the science building in the near future and plans for a new journalism building are on the schedule.

Dyersville School Dedicated

St. Francis Xavier Grade School, Dyersville, Iowa, has been dedicated. It is built on a site blessed by Konrad Cardinal von Preysing, bishop of Berlin, on a visit three years ago.

(Concluded on page 38A)



Proposed New Library for Marquette University, Milwaukee, Wis.

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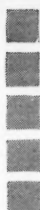


St. Louis University High School, St. Louis, Mo., replaces old windows with Insulux Fenestration, designed according to Daylight Engineering principles.

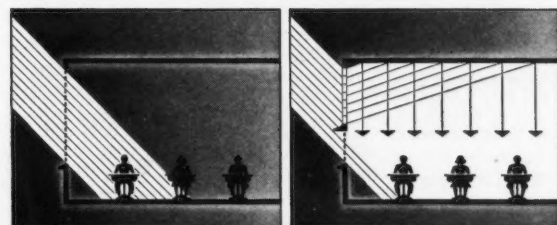
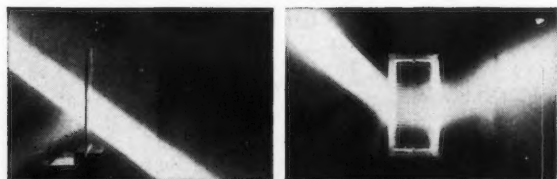


St. Louis University High School, St. Louis, Mo., after old sash and windows have been replaced with a modern Insulux Fenestration System, Daylight Engineered.

BEFORE Daylight Engineering



AFTER BEING Daylight Engineered



Above, child near ordinary window gets harsh brightness and glare, others suffer from high degree of contrast, need overhead light. Right, light beams striking Insulux Glass Block No. 363. See how built-in prisms route light UP, and spread it. Result is even, diffused light over all parts of classroom.

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Send for our new, free 24-page booklet, "Better Light for Our Children." For help in planning for and using Insulux Fenestration in your school, our Daylight Engineering Laboratory and Staff are at your service. Write: Daylight Engineering Laboratory, Dept. C.S. 1, Box 1035, Toledo 1, Ohio. (Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.)



INSULUX FENESTRATION SYSTEMS

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George E. Vander Beke, Ph.D., Compiler*

Although most of the following film strips were prepared in France for use in French schools, they have been tested by F.A.D.C. members. Unless otherwise indicated, they are black and white, 35mm., each about 30 frames long, with French text on the film.

ART AND ARCHITECTURE

Cathedrals and Abbeys

- 841 Abbaye de Moissac
- 810 Abbaye de Mont St. Michel — L'Ascension du Mont
- 811 Abbaye de Mont St. Michel — Histoire du Mont et ses Merveilles
- 610 L'Art Ogival — Qu'est ce qu'une Cathedrale?
- 615 L'Art Ogival — Les Cathedrales de Chartres et de Beauvais
- 617 L'Art Ogival — La Cathedrale de Rouen et les Eglises Gothiques de Normandie
- 780 La Cathedrale de Strasbourg — Sa Naissance et son Developpement
- 781 La Cathedrale de Strasbourg — Son achievement et sa Gloire
- 782 La Cathedrale de Strasbourg — Les Portails et le Pilier des Anges
- 783 La Cathedrale de Strasbourg — L'Ascension de la plus haute fleche du Monde
- 784 La Cathedrale de Strasbourg — Sourires et Grimaces de la Petite Statuaire

Painting and Sculpture

- 490 Les Realistes — Gustave Courbet, Edouard Manet
- 492 Satiriques et Humoristes, Daumier, Gavarni, Henri Monnier
- 494 L'Art Francais au XIX^e Siecle — Corot, Millet, et l'Ecole de Plein-air
- 496 La Sculpture Francaise au XIX^e Siecle
- 539 Histoire Generale des Beaux-Arts
- 522 L'Art Francais de la Renaissance — XVI^e Siecle
- 530 L'Art Francais au XVII^e Siecle — Epoques Louis XIII et Louis XIV
- 540 L'Art Francais au XVII^e Siecle — La Peinture legere
- 541 L'Art Francais au XVIII^e Siecle — Chardin, Greuze
- 538 Les Peintres des Fetes Galantes — Watteau, Lancret, J. B. Pater
- 542 Portraitistes Francais du XVIII^e Siecle
- 549 Le Neo-classicisme — Ingres et ses Disciples
- 548 La Peinture Romantique — Gericault, Eugene Delacroix

Economics

- 107 Le Cognac
- 166 L'Electrification

*Registrar and professor of education, Marquette University, Milwaukee, Wis.

- 209 Fabrication du Rocqufort
- 413 Les Grands Barrages de la France et de l'Etranger
- 666 Le Chemin de Fer et l'Economie Nationale
- 667 Les Coulisses du Rail
- 668 Histoire du Chemin de Fer
- 669 Histoire du Chemin de Fer
- 665 La Journee d'une Locomotive
- 660 La Locomotive
- 664 La Signalisation
- 662 Le Transport des Marchandises
- 663 La Voie et les Ouvrages

Geography

- 1301 Les Grands Aspects de la France
- 1310 La France Touristique
 - 3 La Bretagne
 - 4 La Bretagne
- 1412 La Formation de Paris

History

- 120 Merovingiens et Carlovingiens
- 308 La Ville au Moyen Age
- 309 Les Maisons au Moyen Age
- 311 La Ville de l'Ancien Regime
- 312 Les Maisons de l'Ancien Regime
- 491 Les Ducs de Bourgogne
- 495 Le XV^e Siecle
- 497 Les Moeurs au Moyen Age
- 498 La France au XVI^e Siecle
- 6501 Histoire d'une Cathedrale — Notre Dame de Paris
- 6505 Histoire du Palais Royal
- 6508 Histoire du Palais du Louvre
- 6509 Histoire des Grands Boulevards de Paris

Literature

- 493 Les Lettres au Moyen Age
- 137 Les Lettres au XVI^e Siecle
- 140 L'Humanisme et les Sciences au XVI^e Siecle
- 6001 Moliere
- 6004 Voltaire
- 6005 Jean-Jacques Rousseau
- 6006 Chateaubriand
- 6007 Lamartine
- 6008 Honore de Balzac
- 6010 Alfred de Musset
- 6011 Emile Zola
- 6012 Paul Verlaine
- 6013 Blaise Pascal et le Port Royal
- 6014 Jacques-Benigne Bossuet
- 6015 L'Hotel de Rambouillet et les Salons Litteraires au XVII^e Siecle
- 6016 Pierre Corneille et sa Famille
- 6017 Jean Racine
- 6018 Marquise de Sevigne
- 6019 Jean de la Fontaine
- 6020 Maitre Francois Rabelais
- 6021 Pierre de Ronsard, gentilhomme Vendomois et la Pleiade
- 6022 L'Encyclopedie et les Salons Litteraires

(Concluded on page 31A)

Audio-Visual Aids

(Concluded from page 30A)

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SA 26 Jeanne D'Arc

Principal events of her life. From illuminated mss. of the Bibliotheque Nationale. 23 slides, 2 x 2 Kodachrome.

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Scenic and artistic points of interest. 40 slides, 2 x 2 Kodachrome.

NA 47 Masterpieces of 18th Century French Art

Paintings from the museums of France, shown at the California Palace of the Legion of Honor, in the fall of 1949. 60 slides, 2 x 2.

NEW BULLETIN BOARD EXHIBITS

XCh — Chartres

Text in French. Chartres Cathedral, town and vicinity. Photographs by Kertesz, accompanying quotations, in French, from Huysmans' "La Cathedrale," and Peguy's "Presentation de la Beauce a Notre Dame de Chartres." 11 pieces, 16 x 21, on Masonite, weight about 30 lb.

XPrL — Provence: La Vallee du Rhone

Text in French. Quotations from Michelet's "Histoire de France." Illustrated by photographs. 10 pieces, 16 x 20, on Masonite, weight about 30 lb.

XPr — Provence: Photograph Lesson

Text in English. The Valley of the Rhone and the Mediterranean Coast. 3 large and 18 small photographs on cardboard mounts. Weight about 20 lb.

X Stamps — Stamps of the French Union

Postage stamps from the Departments, Territories, and Associated States of the French Union. Exhibit includes map, and booklet, "The French Union," prepared by the French Press and Information Service, New York City. 5 pieces and a map. Average size 12 x 15, on plastic, weight about 10 lb.

XBLit — Baudelaire's "Les Phares"

Text of the poem, accompanied by color reproductions of the great masters mentioned. 9 color reproductions and text of the poem on Masonite, weight about 30 lb.

Farmhouse in Normandy

Copy of a model "chaumiere" and its furnishings, made by French school children. Dimensions of the house, 12½ x 15½ x 15 in. Accompanying photos of this farm country and children of the region.



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YAF Films

Young America Films has released two new films, *Elements of Design: Composition* and *Bicycle Safety*. The first is the final in a series of four films on the fundamental principles of design in the art and industry of everyday life. The safety film is designed to promote safer riding habits among bike riders, directed especially to the boys and girls of elementary school and junior high school age.

Prints may be purchased from *Young America Films, Inc.*, 18 E. 41st St., New York 17, N. Y. For rental of this film, contact your film rental library.

Radio-Television Institute

Officials, directors, producers, and other authorities in the radio and television field made up the faculty for the fourth annual Summer Institute of Professional Radio and Television held at Fordham University from July 5 to August 11.

America Under Socialism

Comic book format. Published by The National Research Bureau, Inc., 415 North Dearborn St., Chicago 10, Ill., 1950.

This booklet illustrates graphically what happens under a socialist regime, but primarily it shows the processes by which socialism can creep into a nation. Strongly worded and pictured, but worth looking into.

Marygrove Has "Little U. N."

Marygrove College, Detroit, has students from 19 different foreign countries enrolled in co-operation with the Institute of International Education, and the educational program of the United Nations for D.P.'s and other foreign students. Students from Germany, Latvia, the Ukraine, Lithuania, Manchuria, Guam, Haiti, Canada, Panama, Persia, Croatia, Greece, Philippine Islands, Iran, Pakistan, Belgium, China, Hungary, and Czechoslovakia.



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New Books of Value to Teachers

Saint Andrew Daily Missal

By Dom Gaspar Lefebvre, O.S.B. 1119 pp. Imitation leather, \$3.75 to \$6.50; genuine leather, \$8.75 to \$15. Four-volume edition, \$5 to \$20. E. M. Lohman Co., St. Paul 1, Minn.

This is a completely revised regular or smaller edition of the St. Andrew Daily Missal, approximately 4 by 6¼ by 1¼ inches in the one-volume edition; and a four-volume pocket edition, each volume approximately 3¾ by 5½ by ½ inch.

For the Ordinary of the Mass, the prayers are in English on right-hand pages; on the opposite left-hand pages are the Latin prayers and also English notes and explanations. In the section devoted to the proper of the season, there is an extensive explanation of each season and a brief explanation of or comment on the Mass for each Sunday and feast. A very brief statement about each saint is found in the section devoted to the proper of the saints.

The one-volume edition contains the missal itself and the various introductions, explanations, and tables, which go with a missal and also the Benediction hymns, various litanies, prayers for Confession and Holy Communion, morning and evening prayers, Rosary, Angelus, and other prayers.

A Sunday calendar in the front of the missal gives the page for each Sunday and feastday Mass.

This smaller St. Andrew Missal is well arranged for the use of teachers and students in liturgy classes. To make it still more useful for teaching, two supplementary booklets are available: *Offeramus*, by Rt. Rev. Abbot Cuthbert Goeb, O.S.B. (an introduction to the missal for grade school pupils and a manual for the dialog Mass) and *How to Understand the Mass*, by Dom Gaspar Lefebvre.

For those who want a still more comprehensive book, the large edition of the *St. Andrew Missal* (\$5.75 to \$21) presents, in more than 2000 pages, the complete English and Latin text of all the prayers, plus valuable notes on the liturgy.

For all users of the missal, particularly the *St. Andrew Missal* the annual *Daily Missal Guide* (30 cents) contains all necessary details.

Public Relations Guide

PR Guide is a booklet listing books, pamphlets, films, etc., which are useful in school public relations programs. To obtain a copy send 15 cents to the Department of Public Relations, National Education Association, 1201 Sixteenth St., Washington 6, D. C.

Booklets on Budgeting and Buying

The Household Finance Corporation's Consumer Education Department has prepared a set of pamphlets designed to help the consumer get the most for his money.

The "Money Management Series" includes pamphlets on such subjects as *The Budget Calendar*, *Children's Spending*, *The Food Dollar*, *The Health Dollar*, and others, while pamphlets on buying all kinds of food and household articles make up the "Better Buymanship Series."

Typical of the manner in which the material is handled is the Better Buymanship pamphlet No. 5—*Shoes*. It contains discussion of the purposes a shoe should serve and what type to buy for each purpose; what lines and colors are best for various types of feet; how much should be spent on shoes to get the most for one's money; judging the fit accurately, and a complete, illustrated discussion of the materials used in a shoe and the method of construction. The discussion is detailed, clear, and is not written to give any manufacturer a "plug." All the booklets are written to avoid any reference to any particular

(Continued on page 34A)

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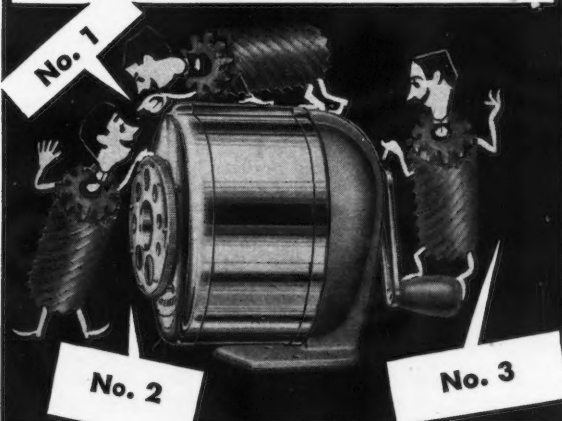
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New Books

(Continued from page 32A)

brand. They refer to inspecting, grading, and standardizing systems only.

The booklets on budgeting do an excellent job of helping a family or single person set up a plan for spending money to advantage. They do not set up arbitrary amounts to be spent for certain expenses, but advise the keeping track of normal living expenses for several months or using files of receipts and in this manner find what living expenses really are in the particular area. Once this is established there are charts and much extremely useful material to aid in the spending of an income to provide for current expenses, future expenses, savings, and also for debts.

The material has been used to great advantage

in schools and colleges and should be investigated by teachers and instructors who have not already done so. The pamphlets contain matter that is the result of careful study by many people. Used as class study matter it can help young people avoid many of the pitfalls awaiting those who must manage money.

One of the known causes of divorce today is the inability to handle money intelligently. A study of these booklets under the guidance of an instructor could send out of our learning institutions a group of young men and women who can live within their income and spend their money wisely and profitably. Catholic schools, which stress, and rightfully so, the preparation for marriage in a spiritual way, can also help their students by giving them aid in this more material but still important field.

The pamphlets may be obtained singly at 5 cents a copy or in a set for \$1.75 (including

both Money Management and Better Buymanship booklets), from the Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, Ill.

Following is a list of the pamphlets:

Money Management Series

The Budget Calendar, Money Management for the Family, Children's Spending, The Health Dollar, The Food Dollar, The Clothing Dollar, The Shelter Dollar, Home Furnishings, The Recreation Dollar, Your Shopping Dollar, Time Management for Homemakers, How to Buy Life Insurance (The Public Affairs Committee).

Better Buymanship Series

Meat, Fish, Poultry, and Eggs, Household Textiles, Fresh Fruits and Vegetables, Processed Fruits and Vegetables, Shoes, Kitchen Utensils, Furs, Floor Coverings, Dairy Products, Cosmetics, Playthings, Soap and Other Detergents, Dinnerware, Home Heating, Vacuum Cleaners, Fabrics, Hosiery, Furniture.

Elementary-School Student Teaching

By Ralph Schorling and G. Max Wingo. Cloth, 468 pp., \$3.75. McGraw-Hill Book Co., New York 18, N. Y.

This book, while primarily intended for prospective teachers or those beginning work in the elementary school, will prove valuable to all teachers in the field of elementary education.

The authors supplement basic techniques with many specific, concrete examples taken from the actual experiences or from the files of key teachers in the field.

Elementary-School Student Teaching will serve a need for in-service training of teachers. For this purpose, superintendents, supervisors, and principals will find it helpful.

The book deals not with teaching methods alone, but it relates the program of elementary teaching to the whole program of child development, and the elementary school curriculum through the entire eight grades.

Each chapter is supplemented with extended reading suggestions, and, in addition, sound films to supplement the text are listed for five of the chapters. — B. M. C.

The Catholic Story of Liberia

By Martin J. Bane, S.M.A. Cloth, 163 pp., \$2.50. The Declan X. McMullen Company, Inc., New York 7, N. Y.

This is the story of a century of successful mission work. It emphasizes not only the spiritual work done by the Congregation of the African Missions but outlines also the cultural and political history of a country with which the United States has been closely associated.

Geology and Man

By Kenneth K. Landes and Russell C. Hussey. Cloth, 518 pp. Prentice-Hall, Inc., New York 11, N. Y., 1950.

Designed for use as either a beginning or terminal course in geology, this text contains sections on geologic processes, what is known of the area beneath the earth's crust, earth history, and practical applications. Landes is a professor and chairman of the department of geology at the University of Michigan. Hussey is a professor in the same department.

Elementary Curriculum in Intergroup Relations

Compiled by Hilda Taba, Elizabeth Brady, John T. Robinson, & Flora Dolton. Cloth, 248 pp., \$2.50. American Council on Education, Washington 6, D. C.

This volume reports what a number of teachers have done to solve the human relations problems of their pupils and suggests concrete additions to programs in various subject areas.

State and City Picture Books

By Bernadine Bailey. 3 vols., \$1 each, cloth. Albert Whitman & Co., Chicago, Ill.

This latest series by Miss Bailey includes books

(Continued on page 36A)

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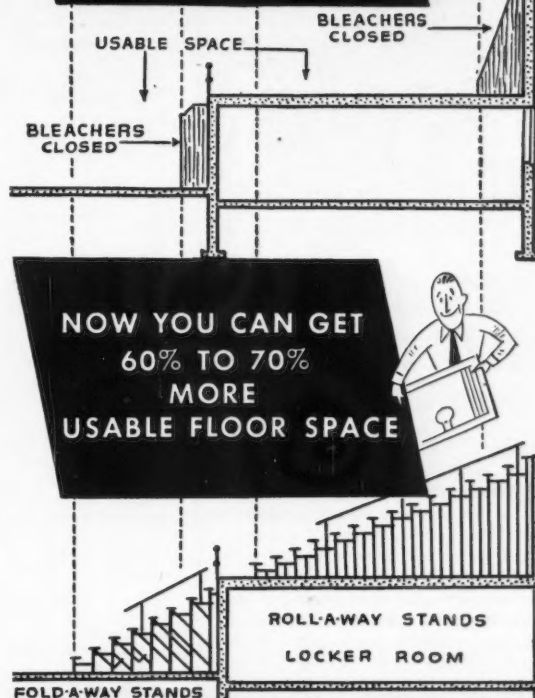
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New Books

(Continued from page 34A)

on Colorado, Pennsylvania, New York. The author has caught and presented in these books the significant richness and the glamour of New York's history and its present economic importance; she has retold the romantic story of Colorado and its mountains; she has caught the unique spirit of Pennsylvania and of its farming, mining, and industrial communities and of its rich historic heritage. The books are good reading and good history.

St. Paul and Apostolic Writings

By Sebastian Bullough, O.P. Cloth, 339 pp., \$3. Newman Press. Westminster, Md.

High schools in the United States do not study the Scriptures in detail and for that reason the present book and the remainder of the series of which the book is a part will hardly fit into the religion course in any school in the States. The book deals with the Epistles of Paul, James, Peter, Jude, and John and provides very competently written explanation of the significant passages. Teachers will find the book distinctly helpful in teaching not only the New Testament but also the early history of the Church.

Introduction to Modern Business

By Hilton D. Shephard, Vernon A. Musselman, and Eugene H. Hughes. Cloth, 575 pp. Prentice-Hall, Inc., New York, N. Y.

This college text describes how American business is organized, managed, and controlled. The relations of the different departments and methods of co-operation are outlined. Part I discusses the personal elements of entering a business occupation; part three takes up the economic facts of business and industry; parts four to six describe management aspects; part seven shows why and how government regulates business. The two final sections take up the principles of production and distribution, with emphasis on the selection of jobs in these fields. The book is largely functional and realistic and leaves to the instructor the problems of the underlying moral, economic, and social principles on which all business activity is based.

A History of Philosophy: Volume II

By Frederick Copleston, S.J. Cloth, 624 pp., \$4.50. The Newman Press, Westminster, Md.

This book continues the story of the development of philosophy in Greece and Rome and carries forward to the end of the medieval period. The point of view is that of an English scholar, a thorough Thomist.

The Holy Bible — The Book of Psalms

Imitation leather, 302 pp., St. Anthony's Guild, Paterson, N. J.

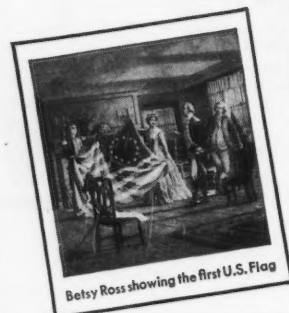
This book includes the long awaited "Confraternity" version of the Psalms and 17 canticles used in the Roman Breviary. It is the work of a group of American biblical scholars who have worked under the direction of the episcopal committee of the Confraternity, headed by His Excellency, Bishop Edwin V. O'Hara. In their preface the translators state that they have used the Hebrew text which underlies the newest official Latin Psalter of the Church, and have tried to conform "as closely as possible to the meaning of the inspired original." In commending the book Bishop O'Hara declares that the translation expresses the Word of God in the vernacular with vigorous fidelity in simple and intelligible language, and reproduces the poetic books of the Psalms in the balanced phrasing of the original so as to reflect both the literary structure and the correct arrangement of the lines.

The responsible and scholarly character of the translators who have co-operated in this work gives assurance that the new version is above criticism from the standpoint of accuracy. The

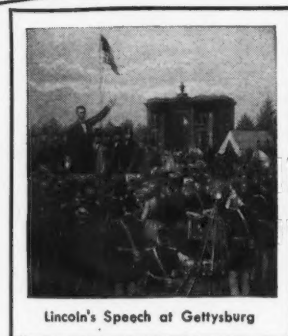
(Concluded on page 37A)

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New Books

(Concluded from page 36A)

literary quality of the work will not be so easy to determine. Users of the Douay edition and admirers of Father Knox's work will long continue to argue the merits of their preferred versions. Wide use of the new book by preachers and teachers and by scholars working under a wide variety of conditions and with distinctive purposes in mind, will bring out the true merit of the work as a whole and of the endless details.

Hands to the Needy

By Sister M. Pauline Fitts, G.N.S.H. Cloth, 336 pp., \$3. Doubleday & Co., New York, N. Y.

The story of Mother Marguerite d'Youville, foundress of the first religious order of women in North America, is romantic in the extreme and the romantic treatment of her life in this book is justified and enjoyable. Born at Varennes, Quebec, in 1701 and married to a young agent of the Governor General, she was widowed at the age of 29, and then began her long life of devotion to orphans and the sick. The famous order of the "Grey Nuns"—a name originally of derision—was the outcome of the sacrifice and the self-devotion of the young widow who fought every type of opposition and misfortune until she and three companions had won the respect of the community and the approval of the Church and the King. From the one small orphanage in her home has grown an Order with seven branches, enrolling more than 7000 nuns in nearly 300 institutions scattered from Haiti to the Arctic circle and performing every type of charitable and educational service.

The book devotes itself chiefly to the personal life story of Mother d'Youville and the struggle for the foundation of her charities. The American reader may at first have some difficulty in accepting the author's fervid judgments on persons and events, but as the life of the saintly foundress progresses, this Gallic aspect of the book is forgotten in the genuine interest and admiration for a great woman who built an enduring spiritual foundation and who has helped the lives of endless numbers of unfortunate children, sick, infirm, and poverty stricken aged. The book is inspiring.

Christ the Savior

By Rev. Reginald Garrigou-Lagrange, O.P. Translated by Dom Bede Rose, O.S.B. Cloth, 748 pp., \$9. B. Herder Book Company, St. Louis, Mo.

This book makes available for the first time to English-speaking students the theology or third part of St. Thomas' *Summa*, with a very complete and profound commentary of the leading Dominican student of St. Thomas. The book discusses the mystery of the Incarnation and gives complete attention to the mystery of the hypostatic union. The second part divides the important aspects of the mystery of Christ's redemption of mankind with complete attention to Christ's death, His descent into hell, and His resurrection.

The Water That Jack Drank

By William R. Scott. \$1.50. William R. Scott, Inc., New York, N. Y.

Even if a child isn't inquisitive about knowing the origin of the water out of the faucet, he will thoroughly enjoy making a new discovery. The gay, colorful sketches tell the story in pictures.

New Boston Publication

Archbishop Cushing of Boston wrote the opening paragraph for the new diocesan publication, *Mediator*, now being circulated five times during the school year. It is sent to teaching Sisters and Brothers, and about 500 lay people in the diocese.

The Size of It: A Book About Sizes

By Ethel S. Berkley. \$1. William R. Scott, Inc., New York, N. Y.

This little book will help to answer some

puzzling questions that children never fail to ask in regard to big, little, long, short, tall, wide, and narrow. Along with attractive illustrations the text answers the questions well within the range of a child's experience.

Modern Teaching of Arithmetic

The National Elementary Principal, published six times a year by the Department of Elementary School Principals of the N.E.A., has devoted Vol. XXX, No. 2, Oct., 1950, to a symposium on modern teaching of arithmetic. Titles of articles are: The Modern Arithmetic Program; The Social Contribution of Arithmetic; How a Parent Should Look at Arithmetic; What Should Pupils Who Enter Junior High School Know in Mathematics?; Elementary School Projects Which Require the Use of Numbers; The Evaluation of Arithmetic Learnings; Learning Aids in Arith-

metic; An Arithmetic Fair.

You can get a copy of this bulletin for 50 cents from the Managing Editor, 1201 Sixteenth St., N.W., Washington 6, D. C.

Let's Celebrate Christmas


By Horace J. Gardner. Cloth, illus., 212 pp., \$2.50. A. S. Barnes & Co., New York, N. Y.

A delightful collection of poems, plays, stories, recipes, accounts of Christmas in other lands, and carols, which will be a big help to the teacher looking for Christmas material in any form.

Short Stories of Famous Women

By Pearl A. Wanamaker. Cloth, 270 pp., \$1.50. Noble & Noble, New York 3, N. Y.

Short stories about famous women for first graders. This is a supplementary text.



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\$38.00 if oil (633 gals.)

\$50.63 if gas (67,500 cu. ft.)

STOP this needless WASTE during
today's MATERIAL and MANPOWER
shortages with 'SEXAUER' "Easy-Tites"
that outwear ordinary faucet washers
6-to-1, thus SAVING labor on 5 REPEAT
repairs, PLUS water and fuel, while
prolonging the life of SCARCE fixtures.

PAT'D.

"EASY-TITE"

FAUCET WASHERS



...a modern labora-
tory triumph, are
compounded from
du PONT NEO-
PRENE instead of rubber—to withstand
DESTRUCTIVE HEAT common in
present-day super-heating water systems
—that formerly broke down washer's
structure (tested to withstand 300°F.).

Built like a tire with fabric
re-inforcement they resist the grinding,
closing squeeze that SPLIT and MUSH
ordinary washers out of shape...caus-
ing LEAKS.

Through combining NEOPRENE and
FABRIC RE-INFORCEMENT they
OUTWEAR ordinary washers 6-to-1 on
hot or cold TAPS—thus you slash water
fuel and labor costs.

THE NEW 'SEXAUER' CATALOG



Edition F, just out
pictures over 2500
TRIPLE-WEAR plumbing
REPAIR parts and
Pat'd. Precision
Tools. It's today's
accepted buying
guide for discriminating purchasing and
maintenance personnel among thousands
of top PLANTS, INSTITUTIONS and GOVT.
AGENCIES that rely on SEXAUER repair
materials. Send for your copy today!

Then too, there's a SEXAUER TECHN-
ICIAN within quick call from coast-to-
coast, who offers a special SURVEY
service that sets up a schedule of the
exact replacement parts required for your
particular plumbing fixture regardless
of make or age and without obligation.

A postcard will bring him and your NEW
Catalog F promptly.

J. A. SEXAUER MFG. CO., INC., Dept. C110
2503-05 Third Avenue, New York 51

SEXAUER
WORLD'S LEADING SPECIALISTS IN
PLUMBING AND HEATING REPAIR PARTS

as advertised in THE SATURDAY EVENING POST

BUILDING NEWS

(Concluded from page 28A)

Chaminade High School, Dayton, Ohio

Ground was broken, Oct. 17, for a \$500,000 building at Chaminade High School, Dayton, Ohio. The new building directly behind the present 100-year-old structure, will contain a gymnasium, auditorium, cafeteria, and eight classrooms. Construction, it is expected, will be completed by Sept. 1, 1951. Brother Matthew Betz, S.M., is director of the school.

Schools Need \$250,000,000

Catholic schools will need \$250,000,000 for building within the next five years according to the annual report of the department of education

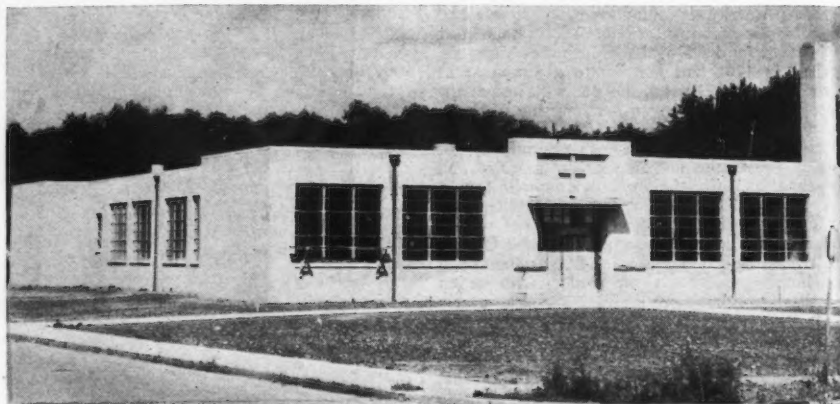
of the N.C.W.C. The same report estimated the enrollment in Catholic schools in the U. S. as 3,500,000.

St. Benedict's Abbey

The cornerstone was placed and blessed for the new Memorial Residence Hall at St. Benedict's Abbey, Atchison, Kans., Nov. 4.

St. Mary's University

Ground has been broken for the erection of a house of studies for scholastics in the Society of Mary on the grounds of St. Mary's University, San Antonio, Tex. The house of studies, which will be constructed at a cost of approximately \$325,000, and the new proposed science building, are part of the expansion program at St. Mary's University.



St. Ambrose School, Anderson, Indiana.

— Photo by Elite Studio

NEW SUPPLIES AND EQUIPMENT

Money Management Booklet

The consumer education department of the Household Finance Corporation has released a new booklet called *Money Management—Your Budget*. It comes complete with charts and plans for meeting everyday expenses, paying large future bills, clearing up past debts, and buying the special things wanted for good living. The plan is unique in that it does not set up arbitrary percentages to be spent on different items, but bases the budget on the amounts that the couple find to be average after keeping careful check for several months. In this way it provides for varying localities and differences in living tastes.

The booklet is available for a small fee from the Consumer Education Department, Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, Ill.

Career Booklets

Pratt Institute, New York, is now publishing *Career Briefs*, a bulletin designed to provide guidance information to grade advisers and other personnel. The *Briefs* will contain information concerning qualifications and duties of a wide variety of professional positions, trends in professional employment, information on effective study, and other similar material designed to assist high school counselors in guiding prospective college students. Typical of the publication are the first two issues which explore professional opportunities in home economics, and point out an impending shortage of engineers and the need for additional students in engineering.

Copies may be obtained on request from the Editor, *Career Briefs*, Pratt Institute, Brooklyn 5, N. Y.

Prang Day-Glo Tempera

The American Crayon Company has announced a new color product as an addition to its Prang Color line. The new medium, a daylight fluorescent tempera color, is called Day-Glo Prang Tempera. It may be applied by means of a brush, pen, and air brush as well as by the silk screen method. Day-Glo is available in 3/4-oz. jars in a six jar introductory set or in 2-oz. jars in bulk.

For information write to The American Crayon Co., Sandusky, Ohio.

Building Economy Booklet

The E. F. Hauserman Company has published a booklet called "The Inside Story of Building Economy" which describes and illustrates the advantages of Hauserman movable steel interiors for schools, college buildings, and other structures.

The book may be obtained from The E. F. Hauserman Co., 6923 Grant Ave., Cleveland 5, Ohio.

Sjostrom Catalog

The John E. Sjostrom Company has issued Catalog L50, describing in detail the "New Life" library furniture for use in schools, colleges, universities, public and private libraries. Copies may be obtained by writing to John E. Sjostrom Company, 1717 N. 10th St., Philadelphia 22, Pa.

(Continued on page 40A)

GIRLS'

GYM SUITS

BY *National*OF TRADITIONAL GOOD QUALITY
AND FINE WORKMANSHIP.Our traditional good quality and fine
workmanship are maintained. Carefully
designed suits of the most exacting re-
quirements and high standard of per-
fection.

Practical too - yet costs no more.

NATIONALLY PREFERRED

WRITE FOR NEW ATTRACTIVE OFFER IN OUR NEW FALL CIRCULAR, NO. 53

National SPORTS EQUIPMENT COMPANY
Fond du Lac, Wisconsin

**ACCURATE
EASY TO INSTALL
QUICK SETTING
DEPENDABLE**



Montgomery **PROGRAM TIMERS**

ENCOURAGE STUDENT DISCIPLINESave administrative time — ring bells, or other
signals, automatically.One or two circuits. Controls any number of
signals. Set program schedules easily without
tools. Trouble-free, self-starting, Synchronous
SYNCHRON Motor. Choice of 12 or 24 hour
program discs. Automatic calendar switch —
silences signals nights and weekends, as desired.
Manual signal operation possible without affect-
ing pre-set schedule.Costs less than a typewriter! Available through the
better School Supplies Distributors, or write Factory for
literature.

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COMPANY**

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OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY



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TRIAL***demonstrates
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FEATURES*

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Looking for a buy-bargain to save your school
time, money, materials? Here it is! The
DUPLICOPY Duplicator, featuring:

✓ 300 copies for 5¢. Master-sheet method
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one master sheet. Copies anything
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✓ Clean, quick, efficient. No messy inks, gelatin
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**The
HOW
AND
WHY**
ScienceBooks



ELEMENTARY SCIENCE TEXTS

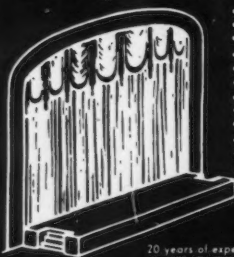
Sound, authentic science in attractive books. Integration of science, health, conservation, safety—subjects may be taught in same teaching period from same book. Accurate illustrations.

WE SEE	Pre-primer
SUNSHINE AND RAIN	Primer
THROUGH THE YEAR	Grade 1
WINTER COMES AND GOES	2
THE SEASONS PASS	3
THE HOW AND WHY CLUB	4
HOW AND WHY EXPERIMENTS	5
HOW AND WHY DISCOVERIES	6
HOW AND WHY EXPLORATIONS	7
HOW AND WHY CONCLUSIONS	8

COMPANION BOOKS TEACHERS' MANUALS

THE L. W. SINGER CO. INC.
SYRACUSE, N. Y.

Complete STAGE EQUIPMENT



- cycloramas
- window draperies
- stage curtains
- stage hardware
- asbestos curtains
- motor controls
- lighting equipment
- dimmers
- steel tracks
- scenery
- stage rigging
- velvet rope railing

20 years of experience manufacturing, installing, and servicing stage equipment for churches, schools, and institutional auditoriums.

REQUIREMENTS FOR QUOTATIONS

1. Width and height of proscenium
2. Height from stage floor to ceiling
3. Depth of stage
4. Width on stage

Upon receipt of measurements, samples and price will be mailed upon request. For descriptive literature, specify circular No. 304

ART CRAFT
THEATRE EQUIPMENT CO.
108 WEST 46th STREET NEW YORK 19, N. Y.

New Supplies

(Continued from page 38A)

Wyandotte Announces Promotion and Retirement

The appointment of Fred M. King as market development manager of food, beverage, and special detergents is announced by Robert L. Reeves, general manager of the J. B. Ford Division of Wyandotte Chemicals Corporation. Mr. King replaces Harry A. Rightmire, who is retiring, effective January 1.



F. M. King

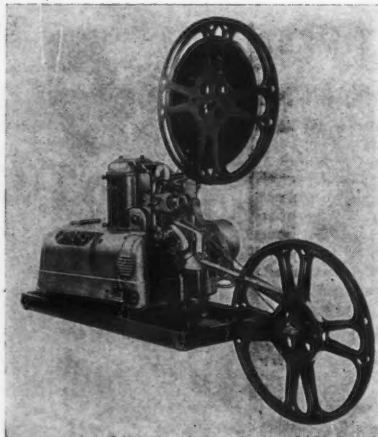
H. A. Rightmire

Mr. King joined Wyandotte Chemicals in 1936. After supervisory and executive assignments in Montana and on the Pacific Coast, he became Seattle district manager in 1949.

Announcing Mr. Rightmire's retirement, Mr. Reeves said, "In addition to Harry's many outstanding accomplishments for Wyandotte, he has achieved wide and well-deserved recognition as a director in the manufactures associations which support the American Hospital Association, the National School Administrators, and the Building Owners and Managers. Despite the fact that Mr. Rightmire celebrated his 69th birthday last October, he will continue temporarily with Wyandotte in a consulting capacity and on special assignments."

Ampro

The new 1951 Ampro Premier 30 now being distributed is equipped with Dyna-Tone sound as one of the eight feature improvements added



The 1951 Ampro Premier 30

for 1951. The new amplifier makes it possible to have a microphone, a phonograph turntable, and a sound film in use simultaneously with perfect blending. A new heavier duty speaker (Concluded on page 42A)

*Inspiring reaffirmation of Faith
Impressive rededication to
Devotion in*

"HOLY YEAR 1950"

A feature length Twentieth Century-Fox production, released through

CATHOLIC DEPARTMENT OF FILMS INCORPORATED NOW AVAILABLE

in 16mm to schools, parishes, societies, clubs and other organizations and institutions.

"HOLY YEAR 1950"

Program includes two exceptional short subjects
Rental Rate: \$25.00 Special School Rate: \$15.00

- Makes you an eyewitness to the great Jubilee ceremonies in all its inspirational beauty and spiritual magnificence.
- Commentary by the Reverend Robert I. Gannon, S.J.
- Music by the Choirs of the Sistine Chapel and the College of Propaganda Fide.

"KINGS HIGHWAY"

Religious two reel film produced by
Reverends Edmund and Paul Hayes
Missions of Southern California — The Heritage Father
Juniper Serra gave us.
20 minutes Rental Rate: \$6.00

Exclusive distributor:

FILMS INCORPORATED

330 W. 42nd Street, New York 18, New York
101 Marietta Street Atlanta 3, Georgia
8414 Melrose Ave., Los Angeles 46, California
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202 Browder Street, Dallas 1, Texas
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Also ask for our free School List and Shut-In Catalogues.

GRUMBACHER BLACK WATERPROOF INDIA INK



Formulated to adhere to acetate. Dense and opaque. Free-flowing in the pen because it contains LIXIUM the modern pen cleaner. Grumbacher Colored Inks are also formulated to adhere to acetate. Made in 20 brilliant colors.

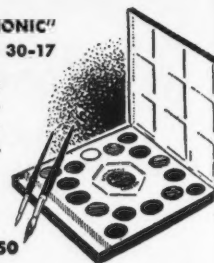
30¢ each 1 oz. bottle

GRUMBACHER "SYMPHONIC" WATER COLOR SET No. 30-17

Sixteen brilliant colors in a "Symphonic" arrangement — to aid in visualizing color theory.

Set contains 2 fine water color brushes.

\$3.50



GRUMBACHER SQUIRREL HAIR WASH BRUSH SERIES 401B



Point
Guaranteed.
Large size. Set
in rust-proof ferrule.
For advanced students.

35¢ each

M. GRUMBACHER
INC.

464 WEST 34th STREET, NEW YORK 1, NEW YORK

**QUICKLY FOLDS
OR UNFOLDS**

**for changing
ROOM USES**



Mitchell
FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools,
hotels, institutions,
fraternal buildings.
Convert any room
into a banquet or
group activity room.
Clear it in minutes.

Send for folder with complete specifications.

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2738 S. 34th St., Milwaukee 7, Wis.

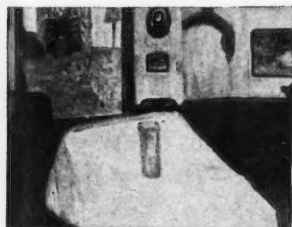
THE STRONGEST, HANDIEST FOLDING TABLE MADE!

PLANNED AHEAD

to meet the needs
of tomorrow!

Vallen, inc. AKRON OHIO

Efficient planning of
stage curtain operation.



GROUP I
Student: Erma Tzomides
School: Hampstead Hill
Baltimore 24, Maryland
Teacher: Alice Wood
Award: First
Age: 15 Grade: 9A



MALFA open the door OIL COLORS

... to a world of imagination and self expression
—to new thoughts and aspirations. Include a liberal
experience in oil colors in your art curriculum.

WEBER "MALFA" OIL COLORS

are put up in Studio Size tubes (4x1"),
in a wide range of 43 colors and
blacks and whites. Conform to the
requirements of National Bureau of
Standards CS 98-42 and to specifica-
tions of the American Artists Pro-
fessional League.

WEBER SCHOLASTIC ART AWARDS FOR OIL PAINTING
Encourage your students to enter their work.
\$750.00 in Weber Cash Prizes, scholarships and
other awards. Details on request.

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Manufacturing Artists' Colormen, Since 1853
St. Louis 1, Mo. PHILADELPHIA 23, PA. Baltimore 1, Md.
PATRONIZE YOUR NEAREST WEBER DEALER



Hasco ALL STEEL GENERAL UTILITY BED

WITH Artline
TUBULAR ENDS



Ends fabricated of 1 1/2" heavy gauge
Artline tubing with four fillers and double
ribbed cross rod firmly butted and welded
to insure rigidity.

Equipped with high riser twisted link
galvanized fabric spring. Head height
36". Foot height 28". Mounted on 2"
casters. Inside measurement 3ft. x 75".
Spring height 17".

Finished in Brown (Walnut) enamel.

Ideal for Sleeping
Accommodations
such as Dormitory,
Internes and
Nurses Quarters.

No. MA 1201 **\$16.75 Each**

\$16.25 Ea. in Lots of 12 or more

White or Ivory or any other Flat Enamel Finish
\$1.00 per bed additional

For Wood Graining add \$2.00 per bed

F.O.B. Utica, N. Y.
or St. Louis, Mo.

COMPLETE
LINE OF
SLEEP
EQUIPMENT
FURNITURE
DIETITIAN
SUPPLIES

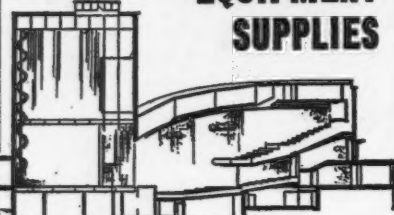
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EQUIPMENT
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RIGGING	SCENERY
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DRAPERIES	GELATINE
STAGE HARDWARE	LIGHTING EQUIPMENT
PAINTS	BRUSHES
TRACKS	DROPS
FABRICS	MAKE UP

Send for Catalog C

THEATRE PRODUCTION SERVICE

1430 BROADWAY
NEW YORK 18, N. Y.

HAVE A CATHOLIC BOOK WEEK BOOK FAIR

Catholic Book Week Is Feb. 18-24

1. A BOOK FAIR will encourage good Catholic reading by your students.
2. It is a means of enlarging your library from profits and books donated.

a) Sponsor a DONATION BOOK FAIR at which parents attend, purchase books, and donate them to the school. We furnish free donation labels.

3. Basically a BOOK FAIR is a means whereby books are sent to you on a consignment basis for display and sale purposes. There is no charge for this service.

Send us your request for a BOOK FAIR on one of our Book Lists or write for details.

Catholic Book & Supply Co.
South Milwaukee, Wisconsin



Begin the New Year by using The Perry Pictures

Recommended by hundreds of teachers as aids in the study of art, literature, history, etc. Beautiful sepia reproductions at only TWO CENTS each, size 5½ x 8, for 30 or more.

Why not send 60 cents TODAY for 30 art subjects, or 30 specially selected for children? It is not too early to order pictures for February birthdays of Washington, Lincoln and Longfellow, 60 cents for a set of 30.

56-page Catalogue with 1600 small illustrations and sample pictures, for 25 cents.

The Perry Pictures Co., Box 10, Malden, Mass.

New Supplies

(Concluded from page 40A)

enables the sound reproduction of the amplifier to deliver music and voice reproduction with greater capacity and frequency response.

For information write to the *Ampro Corp.*, 2835 N. Western Ave., Chicago, Ill.

Tubular Arm Chair

The Norcor Manufacturing Company recently announced an addition to its line of school seating equipment. The new chair is a tubular tablet armchair known as model STPT, and is constructed of 1-in. 18-gauge steel tubing, bronze welded and riveted at all joints. A 1-piece tubing curves upward and under the tablet arm, supporting it at the point of greatest strain.

For more information write to the *Norcor Mfg. Co.*, Green Bay, Wis.

Revised Westinghouse Catalog

A revised edition of the 24-page catalog listing 14 sound motion pictures for classroom use has been released by the school service department of the Westinghouse Electric Corporation. These films can be borrowed free of charge except for transportation costs.

Teachers can secure copies of the Motion Picture Catalog by writing to the *School Service Department, Westinghouse Electric Corporation*, 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.

FOR YOUR NEXT PROGRAM . . .

THE HARMONY BAND

Primary grade children play three-part music in first lesson, a complete program in four weeks. See full page advertisement, October issue, or send for free information.

HANDY FOLIO MUSIC COMPANY

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DIPLOMAS

WITH MODERN DIPLOMA CASES
SEND FOR FREE SAMPLES

P. and M. BITTEL

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3 ACT PLAYS 1 ACT PLAYS

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All kinds of entertainment material.

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The 1951 Supplement to French's Catalogue of Plays

is NOW READY for DISTRIBUTION

Please send SAMUEL FRENCH

for your 25 West 45th St., New York

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"ST. THOMAS AQUINAS MEDITATIONS FOR EVERY DAY" — 536 pages, beautifully bound, \$3
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Long's COLLEGE BOOK CO.
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**PLAYS,
OPERAS,
PAGEANTS
ON RENTAL BASIS**

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Theatrical Costumers**

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• Special Rates to Catholic Schools and Colleges.

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Multicolor — 10 x 13 inches. Grade or High School

• Teach Religious Truths • Portray Catholic Ideals

• Mold Young Minds

Sample order of 11 Posters \$1.00 — Postage prepaid.

Catalogue on request.

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Operated by The Christian Brothers

Dept. A6 Mont La Salle, Napa, California

Write for catalogue help you plan and choose proper playground equipment.

BURKE-BUILT

SAFE

PLAYGROUND

EQUIPMENT

STRONG construction

DURABLE material

LOW COST maintenance

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THE J. E. BURKE CO., FOND DU LAC, WIS.

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FOR COLLEGES
HIGH SCHOOLS
PAROCHIAL
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CONFIRMATIONS
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PINS

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School and Community Seals Are
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NOTE: We manufacture only High Quality Class Pins that will add to the spirit of your students and to their appreciation of your school.

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Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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11 Allyn and Bacon.....	4th cover	145 Loyola University Press.....	10A
12 American Crayon Company.....	24A	146 Maple Flooring Manufacturers Assn....	44A
13 American Seating Company.....	15A	147 Master Lock Co., The.....	37A
14 American Structural Products Company	29A	148 Mitchell Mfg. Co.....	41A
15 Ampco Corporation, The.....	5A	149 Modern School Supply Co.....	14A
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19 Bentley & Simon, Inc.....	43A	153 National Sports Equipment Company...	39A
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142 Lippincott Company, J. B.....	8A		
143 Lohmann Company, E. M.....	36A		

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10	11	12	13	14	15	16	17	18	19	110	111
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124	125	126	127	128	129	130	131	132	133	134	135
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